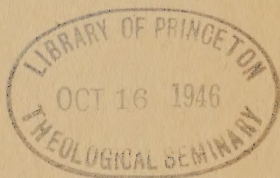


HENRY BARNARD
AN INTRODUCTION



LA
2317
.B18
J4



LA 2317 .B18 J4
Jenkins, Ralph Carlton, 1891
-
Henry Barnard

HENRY BARNARD

AN INTRODUCTION

by

RALPH C. JENKINS, PH. D.

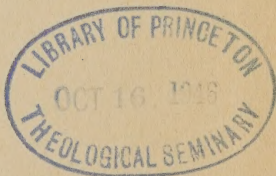
President, Danbury State Teachers' College

and

GERTRUDE CHANDLER WARNER

Israel Putnam School, Putnam, Conn.

*Author of Windows Into Alaska, World In A Barn,
and co-author of Life's Minor Collisions
and Pleasures and Palaces*



Published by

THE CONNECTICUT STATE TEACHERS ASSOCIATION
HARTFORD, CONNECTICUT

COPYRIGHT, 1937

THE CONNECTICUT STATE TEACHERS ASSOCIATION

MANUFACTURED IN THE UNITED STATES OF AMERICA
BY THE FINLAY PRESS, HARTFORD, CONNECTICUT

GRATEFULLY DEDICATED
TO
EMILY VICTOIRE BARNARD
IN WHOM
HER FATHER'S VALIANT SPIRIT
STILL LIVES

TABLES AT A GLANCE

	<i>Page</i>
Chapter 1. Henry Barnard: Do You Know Him?	I
Chapter 2. Yellow Light: Preparing to Go .	11
Chapter 3. Green Light: Go	24
Chapter 4. To Rhode Island	35
Chapter 5. Back to Connecticut	49
Chapter 6. To the West and Back Again .	63
Chapter 7. A Debt Overpaid	71
Chapter 8. They Knew Dr. Barnard	78
Chapter 9. Dr. Barnard At Home	86
Chapter 10. Henry Barnard, His Mark . . .	97
Quotations from Henry Barnard	107
Tributes to Henry Barnard	114
Tables at a Glance	112
Bibliography	118

FOREWORD

THIS LITTLE BOOK is not intended to be an exhaustive or chronological biography. In a work of this scope, many things must be left out. It is hoped that the reader will consider it somewhat in the nature of a social introduction to a great and influential man; a handshake, as it were, from a friend at an informal tea, who says,

“Do come over here and meet Dr. Barnard. You will like him, and he will like you.”

RALPH C. JENKINS

GERTRUDE CHANDLER WARNER

CHAPTER ONE

HENRY BARNARD: DO YOU KNOW HIM?

HENRY BARNARD — do you know him?

“No, I don’t,” says the man on the street. “All I know is the Henry Barnard school.”

But here we have an astonishingly complete answer to our question. The man on the street has given us a microscopic biography of a great man, in pointing out to us the tangible and significant object for which Henry Barnard lived and labored.

On June 16, 1838, Henry Barnard became the first Secretary of the Board of Commissioners of Common Schools in Connecticut. And now after a century has gone by, educators from all parts of the world are looking about them and marveling at the changes instigated by him that have taken place in the public school system.

“All I know is the Henry Barnard school!” That is something, as the youth of the present day would phrase it, to know.

A high-powered car draws up at the gate of one of the Henry Barnard schools that dot the country, and assisted by the chauffeur, a small girl steps out, clutching an unmistakable rabbit-house. It has a

HENRY BARNARD

pointed roof and a door, but the item which marks it down for sure as a rabbit's house, is the presence inside of a pet rabbit.

"I made it!" the child calls to a little lame boy, who seems to be carrying a pile of boards in at the same gate. "I made it at home, and nobody helped me!"

"Did you?" responds the boy with critical eyes on the gable. "You got a nice rabbit."

"I pounded all the nails myself," insists the tiny mite, "and nobody helped me!"

This little girl is manifestly anxious to impress her feat on Hercules Tanionos (for that is his name), and if he responds in a satisfactory way, as he seems to be doing, she is quite willing to admire his boards in return.

So there they go, side by side, through the great impartial gate, taking with them their rabbit-house and their lumber, their pride, their eagerness, their perfect assurance of more interesting things to learn inside, and most noteworthy of all, their spirit of equality. For as will be suspected, the little boy is poor in this world's goods, neglected, foreign, and handicapped, while the little girl is healthy, wealthy, cultured, and a descendant of a Pilgrim of the Mayflower.

The common school! "Common only as the light and air, because its blessings are open to all and enjoyed by all." "Schools good enough for the best, and cheap enough for the poorest" — dream.

Once this common school was a dream only.

HENRY BARNARD: DO YOU KNOW HIM?

We who take for granted a warm and dry school-room, chairs made to fit their occupants, drinking fountains, school libraries, sanitary facilities, and trained and sympathetic teachers, should cast at least one single glance backward down the years at the person who had more to do with this general reformation than any other save Horace Mann.

When a pioneer deliberately chooses to link his name with a great and stubborn cause like Education, and is willing to spend his life laboring for it, we are apt to thank him kindly for his beneficence, settle down to enjoy the results of his labor, and after he is dead to forget him promptly.

This is exactly what has happened to Henry Barnard. It should be thankfully chronicled that during his life he was internationally known, and regarded with great honor in the whole civilized world as an authority on Education; but now that he is dead, it remains for a comparatively small circle of scholarly educators to remember exactly who he was, when he lived, and just what he did.

These fortunate scholars do not need to seek further analysis of Dr. Barnard, for they already know him. For those, however, who do not, perhaps it would be well at the start, to outline rapidly the main achievements of the eighty-nine years of his life, and to set up the facts in bold type, so that those who run may read. Afterward we may be interested enough in this man to stop running, and to sit down to a more leisurely analysis. His age at each juncture should be especially noted.

HENRY BARNARD

Born in Hartford, Conn., on		
	Jan., 24 1811	
Entered Yale,	1826	15 years old
Graduated from Yale,	1830	19
Taught school at Wellsboro,		
Pa.,	1831	20
Studied Law,	1834	23
Admitted to Bar. Traveled		
abroad,	1835	24
Made famous speeches, in-		
troducing bills on educa-		
tion,	1837-38	26
First Secretary of Board of		
Commissioners of Com-		
mon Schools in Connec-		
ticut,	1838	27
State Superintendent of		
Schools in R. I.	1843	32
Married,	1847	36
Resigned from R. I. because		
of poor health,	1849	38
State Superintendent of		
Schools in Connecticut	1850	39
Given degree of Doctor of		
Laws by Yale, Harvard,		
and Union Colleges,	1851	40
Literary work on Journal		
of Education,	1856	
Chancellor of University of		
Wisconsin,	1858	47
Severe nervous prostration,	1860	

HENRY BARNARD: DO YOU KNOW HIM?

President of St. John's College, Md.	1866	55 years old
First Commissioner of Education in the United States	1867	56
Resigned and returned to Hartford,	1871	59
Literary work on Journal,		
Died in Hartford,	1900	89

Now that last item, died in Hartford, aged 89, is the way we of the Twentieth Century are all too prone to picture Henry Barnard. We cannot fail, from our slight acquaintance with his photographs, or from the very title of "Commissioner of Education of the United States," to think of him as a venerable patriarch with kind and experienced eyes, a disciplined character, and a long white beard. But as will be seen, Henry Barnard was a young man too, at one time, and it is to this red-blooded, restless, enthusiastic, and fascinating young man that this country owes the bulk of its debt.

The temptation to think of him only as an old man is reminiscent of the little boy who was taken by his aunt to see the screen version of "Green Pastures."

"Who is that, Auntie?" asked the child in a loud whisper.

"Moses," replied Auntie, as unobtrusively as possible.

"No, Auntie," persisted Jimmy. "I mean the man with the long beard."

"Yes, that's Moses," insisted his aunt.

HENRY BARNARD

And then Jimmy, outraged, whispered to the entire theater, "Oh, but Auntie, Moses was a baby!"

For all time, at least to that youngster, Moses stayed put in the bulrushes where he belonged. He never was old.

Likewise, for many, Henry Barnard was never anything else.

When we find ourselves slipping into this very natural but erroneous state of mind, it would be well for us if we should glance again at the tabular view of his life, and note the fact that it was a young lawyer of only twenty-seven who made such a moving speech to an unsympathetic Legislature in 1838 that the August assembly rose up and broke the rules and passed his bill unanimously without discussion. "It is doubtful," says James Hughes, "if any other legislator ever, by his oratorical power, achieved so signal a success, by securing the unanimous adoption of a radical bill dealing with so important a subject and without any discussion."

When Henry Barnard became the Secretary of the Board of Commissioners of Common Schools in Connecticut, he was only twenty-seven, which age is rather young to be a Commissioner of anything. He had no long white beard then. He was charming, he was cultured, he was impassioned, and he was young. In fact, there is excellent authority for the statement that this youthful Secretary was extremely popular with his contemporaries of both sexes.

HENRY BARNARD: DO YOU KNOW HIM?

When, at the "ripe" old age of fifty-nine, he resigned his last post as Commissioner of the United States, his active work was done. "His public career," says Bernard C. Steiner, "was virtually at an end."

Therefore we are doubly wrong when we fail to catch the picture of a vigorous and forceful man, who did the bulk of his missionary work between the ages of twenty-six and fifty-nine. He did his work when he was young; when he was old, his work was already finished.

Why, if we have really forgotten Henry Barnard, (or worse still, if we never knew him), should we stop now to look him up? What good will it do us?

Assuredly it will do us good, and good only. If we are students, or educators, or fathers, or mothers, or lovers of little children, we are enjoying every day of our lives something that Henry Barnard helped to bring to pass. He has given us a priceless inheritance. It has been aptly said that his mere presence in a community was like yeast; he fermented. He stirred up the countryside generally, and gave the people something so novel and inviting to talk about, that their thinking habits were never the same again. He so changed public opinion in 1838 by speaking, writing, and working for trained teachers, better school-houses, and equal education for all, that we owe it to ourselves if not to him, to find out how he did this. We have accepted his gift far too casually.

We now consider ourselves progressive and up-to-date when we take our school-children on walks

HENRY BARNARD

to the fields and woods, to learn what they may from the stream, the wading cow, the daisy and the sailing clouds, altogether forgetting that somebody in the past gave his life to abolish a school system based on ignorance, fear, and hourly punishment.

Henry Barnard wrote a hundred years ago, "The course of study must be modified to deal less with books, and more with objects in nature around, — more with facts and principles which can be illustrated by references to the actual business of life."

Does any modern statement of our progressive creed sum up our aims in a more straightforward or comprehensive way than this of a century ago? The wonder is that he had so much time to give to a course of study, when dealing with more fundamental matters. He was always stopping long enough to tell teachers how to make chalk, or a quill pen, and to empower committee-men, when the ventilation of a school-room was impossible, to "drive a crow-bar through the ceiling."

It is amazing that any one man could be interested in so many matters at once. Other men have been earnest supporters of equal education for all; still others have worked for better training of teachers, better school-houses, better school curricula; a few have interested themselves in compiling statistics about the state of the Common School, and education in general; some have made laws, some have made speeches. Henry Barnard was the passionate specialist of his day in each of these lines.

HENRY BARNARD: DO YOU KNOW HIM?

Why, then, if this is true, have we not known him better? Why have so many teachers been blithely unaware of his great work right in their own field? There is, it seems, a two-fold reason. One of these reasons is attributable to us, and the other to Henry Barnard.

First, students and teachers, exactly as the layman, all too seldom bother to read history unless it is spectacular enough to force them to it. And second, Dr. Barnard's writings, to this generation, are not spectacular. The fact cannot be denied. One associate of Henry Barnard took it upon himself to tell him that if he would make his magazine "more farmer in style", more people would read it. His works are solid, scholarly, factual, accurate, detailed, voluminous, and of world import. They are most complete and most enlightening, but it must be admitted that the *print is fine*. It has scared us away.

But Henry Barnard himself should scare nobody away. He was primarily a gentle and lovely soul, although a valiant one. We will then look at his life gladly, with gratitude and honor, to find out how much we owe him. But the net profit will be ours, not his, for the inspiration of his work cannot fail to improve our own.

One is reminded of the two little primary boys who fished the stream on Columbus Day.

"You shouldn't say such things about C'lumbus," remonstrated the older boy. "Where would you be right now, if it hadn't been for C'lumbus?"

HENRY BARNARD

And the smaller logician replied with resignation, "I'd be in school."

Without Henry Barnard, where should we be right now? We should indeed be in school, to be sure. But certain it is that Henry Barnard greatly accelerated the development of a common school system which has progressively become more enlightened through the years, more pleasant, more hygienic, and more concerned with objects "in nature around."

Dr. Winship has summed the matter up briefly, and his conclusion should make us stop to think. He writes, "It is not too much to say that the schools of every town in the land today, directly or indirectly enjoy higher and better privileges in consequence of the earnest labors and appeals of Henry Barnard."

And because this includes, as must be gratefully acknowledged, both your school and mine, we find it worth while here and now to present more detail about this great and just man, than can be carved in the stone over the doorway of any Henry Barnard School.

CHAPTER TWO

YELLOW LIGHT; PREPARING TO GO.

HENRY BARNARD, as a little boy, did not like to go to school. The fact is important, for his dislike of school formed the basis of his whole future career. It, too, has an appeal for many a boy and girl of today, for their long-suffering parents, and especially for their earnest and conscientious teachers.

But as a matter of fact, the statement is a mild one, for he hated school. We of this generation, knowing what we know about schools then and now, do not wonder why. But Henry Barnard wondered why. And his wondering, in later years, contributed to a general upheaval of the entire school system of this country. It pays when certain people wonder.

In 1838 Henry Barnard publicly called himself "a victim of a miserable district school," and stated that it took half his life to get rid of the bad mental habits acquired there.

This hatred of the little red schoolhouse, which Mrs. Haviland Nelson says was a "little red jail" to Barnard, was the first important force which set his feet on the road he was destined to travel all the rest of his life. Then so small a thing as an orange had its no small influence.

Henry Barnard's father, Chauncey Barnard, was a well-to-do farmer. But on the side, he was also

HENRY BARNARD

a seafaring man. At one time, when he returned from a voyage, he brought an orange to his little boy. Perhaps it is unnecessary to say that at that date oranges were not squeezed for breakfast for every properly brought up child. They were almost unknown. And Henry Barnard never forgot the orange. He considered it important enough to mention, even in his extreme old age, as he recounted the story of its presentation. This orange stood for many things to the boy — strange and distant lands, the exotic lure of wandering, the idea of the sea as a familiar mode of travel, and the teasing presence in the world of unknown things which he wanted to know.

So here we find Henry Barnard at the age of twelve, with his dislike of school, his great love of play, his adventurous father, and his orange, and with these unrelated ideas to work from, he plotted one night with a school friend, to run away to sea.

Fortunately for him, he chose a position on a horseblock beneath his father's window, in which to plot. We say fortunately, for his father happened to be seated in the window above, and overheard the whole of the romantic scheme. The boys agreed to start the following night for a neighboring seaport, to hire out as sailors, and in this drastic way to be rid forever of the intolerable burden of school.

In the morning, surprising to relate, Mr. Barnard practised a bit of very wise and progressive mental hygiene on his son. Instead of insisting upon the boy's return to the school he hated, Mr. Barnard

YELLOW LIGHT: PREPARING TO GO

omitted entirely to mention his own eavesdropping position in the window the night before, but told the astonished boy that he thought the time had come when he had outgrown his present school, and that he might go, if he wished, to boarding school, or military school, or if indeed, he liked the idea better, that he might go to sea. We wonder if any modern father could have done better than that.

It is a triumph for the cause of psychiatry that Henry Barnard decided of his own free will to go to the Academy at Monson, Massachusetts. Incidentally, the other boy must also have had a progressive father, for he went along to Monson, too. Running away to sea with full parental approval lost some of its charm.

As will be seen, although intensely active and red-blooded, Henry Barnard did not really want to run away to sea. He simply chose it in preference to a deadly dull and useless routine, with a background of real brutality and ignorance. He was active and strong, and so fond of sport that he is said to have spent his leisure hours (and we infer some of his other hours) in playing "hockey, shinny, and football, and such other sports as could be indulged in on the public highways."

While it is not difficult to think of more suitable games than these to be "indulged" in on a public highway, it is the fact that by their means he developed his bodily vigor and mental agility to a high degree. Playing in the street, therefore, was

HENRY BARNARD

a distinct factor in this man's development. Because of it, he went to Monson Academy in a fine state of physical health, brimming over with energy, hungry for true knowledge, and as we would incorrigibly say today, in a state of readiness.

If his first school was a horrible example for him to store in his memory for future use, his school at Monson was a model to be used for the same purpose. A new life dawned for Henry Barnard at Monson; he had no idea that school could be like this.

The teachers were not jailers, but delightful and unfailing sources of fascinating information, and young Henry Barnard for the first time in his life began to acquire a perfect passion for books. He bought books, and books, and more books.

He changed under his very own eyes from an almost bookless individual, who escaped whenever he could from "larnin' ", into an insatiable scholar and "disseminator." A disseminator he remained from the age of twelve until he died.

Henry Barnard became a different person at Monson, and he knew it. He began to map out a mature course of training for himself, with the definite idea of becoming a public man. Years later he made this statement, which has been quoted whenever Henry Barnard has been discussed:

"Ever since I was conscious of any purpose, the aim of my life has been to gather and disseminate knowledge, useful knowledge — knowledge not always available by the many but useful to all, to

YELLOW LIGHT: PREPARING TO GO

gather it from sources not always available even to students and scatter it abroad."

This purpose first took definite shape at Monson. On the other hand he did not become a recluse, or lose his interest in physical prowess. A school-fellow described him as the "boy who played all the time, but beat us all at our lessons."

When he left Monson at fourteen, he told his father that he would like to go to Yale as his father wished, but that he wanted to study some subjects not given to freshmen in the Yale curriculum. He therefore studied advanced Greek and surveying with a remarkable tutor, Mr. Abel Flint, and spent another profitable year in the Hopkins Grammar School.

When he entered Yale at fifteen, he was not a passive student; he was an independent thinker. He was already in the habit of reading widely in original Greek and Latin literature, but not in order to learn Greek and Latin. His purpose was to get a familiar idea of the ancient civilizations in order to further his steadfast purpose of being a useful public man for his country. He was easily the best-read man of his class, and Noah Porter wrote that "few professed scholars among us were so thoroughly familiar with the ancient and modern English literature," as Barnard.

Henry Barnard was irritated, however, at not having free access to the books in the library. The college library was not open to under classmen, but the various society libraries were open at

HENRY BARNARD

certain hours to their own members. Barnard promptly joined Linonia, the debating society, partly in order to enjoy the privileges of its library.

However he found that even then, there were hours during which the Linonian Library was locked to him.

Young Henry (aged fifteen) figured out that there was just one person who would always have a key, and could therefore go in and out at will, and that person was the Librarian. He would be that one! When he signified his willingness to take this office, he found that someone else also wanted it for the small salary connected with it.

"Oh!" he exclaimed. "Give him the honor and the salary, but let me do the work!"

This incident is absolutely characteristic of Henry Barnard, and was faithfully repeated in connection with every single thing he undertook in his long years of public service. Money in itself meant very little to him, fame was trivial, but work was paramount. Repeatedly he accepted positions and not only rejected the salary, but contributed his own private funds to the cause for which he was working. "Let others have the money, but give me the Key!" was his constant appeal.

The most universally quoted thing that Henry Barnard ever said, was this same sentiment in different words; "For me, I mean to enjoy the satisfaction of the labor; let who will enter into the harvest".

He was never afraid of work. It is interesting to

YELLOW LIGHT: PREPARING TO GO

note that it was his usual habit to make the journey between Hartford and New Haven on foot. After several vacations, this trip of 38 miles grew wearisome, and a waste of time, and led him to follow a brilliant scheme called "Ride and Tie."

He and a young Yale classmate, also from Hartford, procured one horse between them. One of these resourceful young men started off alone on the horse, leaving the other to walk. After the rider had enjoyed two miles of effortless travel, he dismounted, tied the horse to a tree, and proceeded on foot. Meanwhile the other boy in due course of time, reached the tied animal and mounted him. Each time thereafter the rider would pass his less fortunate friend on foot, but each knew that his turn would soon come, and the horse knew that between riders he would enjoy a short rest. In this way, both boys and the horse arrived in New Haven in very good condition, and there was only one horse to pay for.

During his four years at Yale, he swept everything before him. He won prizes in English and in Latin, the Berkeley Prize for Oratory, and became a member of Phi Beta Kappa. These honors meant a great deal, for many brilliant men were with him at Yale.

The farmer folk of Connecticut used to say in connection with indifferent prize-winners in small schools, "Stand yourself up side of nothing and try to beat it."

Henry Barnard stood himself up "side of" such

HENRY BARNARD

men as Horace Bushnell, one of the most famous preachers in the country, Noah Porter, later President of Yale, and Francis A. P. Barnard, President of Columbia College. There were five judges in his class, three State governors, three United States senators, five ministers to foreign countries, six college presidents, and forty-three college professors.

"It was proof of great ability," writes Dr. Winship, "for a lad in his teens to carry off honors among such talent."

Another important milepost was reached by Henry Barnard when he was sixteen. Two years before this, Lord Brougham had made an address to the students of Glasgow University. One very long and weighty sentence from his address had such a tremendous influence on Henry Barnard's mind that he took it for his personal motto. It is safe to say that probably no member of Lord Brougham's actual audience was so inspired as the American boy who read it two years afterward. What boy of sixteen would care even to read it through today?

"Let me, therefore, hope that among the illustrious youths whom this ancient kingdom, famed alike for its nobility and its learning, has produced to continue her fame through the ages, there may be found some one willing to give a bright example to other nations yet untrodden, by taking the lead of his fellow citizens, not in friv-

YELLOW LIGHT: PREPARING TO GO

olous amusements, nor in the degrading pursuits of the ambitious vulgar, but in the truly noble task of enlightening the masses of his countrymen, and of leaving his own name no longer encircled as heretofore, with barbaric splendor, or attached to courtly gewgaws, but illustrated by the honor most worthy of our national nature, and gratefully pronounced through all ages by millions whom his wise beneficence has rescued from ignorance and vice."

From the moment of his reading this passage, Henry Barnard became more determined than ever to "take the lead in the truly noble task of enlightening the masses of his countrymen," and in order to be of highest service, he definitely planned to become President of the United States. This cannot be compared with the usual idle ambition of every ordinary boy, because it was only a part of a higher purpose.

Proof that this idealistic young man had very human qualities, is the fact that he joined in the Bread and Butter Rebellion. This was a general uprising among the students to protest against the poor quality of college food. Because of Barnard's part in this rebellion, Mr. Steiner says mildly, he was "sent home for a time."

It was fortunate, too, that he went home, for otherwise he might not have met another great man who was to influence his basic ideas on educa-

HENRY BARNARD

tion. Barnard's sister was taken ill, and her physician was Dr. Eli Todd, Superintendent of the Connecticut Retreat. Dr. Todd was a philanthropist and a genius, and he had met William McClure, who has been called the first real Pestalozzian in America. It is easy to imagine how the young Yale man sat at the feet of this direct disciple of the great Pestalozzi.

None of Barnard's professors at Yale made as deep an impression on him as did Dr. Todd, and in consequence of this influence, when he graduated from Yale in 1830 at the age of nineteen, he was full of modern ideas on the Pestalozzian theory of ruling by love. President Day advised him on graduating, to teach school for a year, and put his theories into practise. He did teach for one year at Wellsboro, Pa., but he did not like it. It reminded him too vividly of his first miserable district school.

So he came home and plunged into all kinds of activity. He seems to have had time then for everything. He studied law seriously under Wyllis Hall, he flung himself into politics and spent two months in Washington and heard Daniel Webster deliver his great speech on the Constitution; he read both ancient and English classics, he took an extended southern trip and a western trip, and yet seems to have had leisure for walking, driving all over Connecticut in a carriage (equipped with such books as "Barber's Historical Collections") and making a great many public speeches.

But the time had come for Henry Barnard to

YELLOW LIGHT: PREPARING TO GO

make the Grand Tour of Europe, which at that time meant at least a peep into every important European country except Russia. Armed with letters of introduction to every distinguished man he wanted to meet, he set out with a determination to visit some of Pestalozzi's disciples, and to sound out the wise men of Europe on their theories of education.

His first letter to his family, however, was not about world intelligence, but about his hat.

"In making my preparations for my English tour," he says at once, "I exchanged my hat for one some two or three inches lower in its crown, but which is made up in an extra inch on the heel of my boot. Thus booted, hatted, and coated, you would hardly distinguish my outward man from the Englishmen around me at this hotel, the Adelphi."

Henry Barnard had no wish to be pointed out in Europe as the awkward countryman from America, in the tall hat, and neither did he wish to be considered a short man. He already had the reputation of being "quite a beau," and with the lowered crown of his hat (made up by the extra inch on his boot) to restore his self-respect, he started out with confidence on his greater mission.

In this costume of a conventional Englishman, which no doubt became him well, he actually met his idol, Lord Brougham, and discussed with him the best agencies to secure universal education.

William Wordsworth was out in the hayfield

HENRY BARNARD

when Henry Barnard arrived to call upon him, dressed in "a brown frock coat, plaid pantaloons, and a broad-brimmed straw hat."

"But we knew him," writes Henry to his brother, "from his portrait."

Wordsworth discussed the art of poetry with the young man from America, the main element in his (Wordsworth's) poetry, duty to God, his soul, and society, and "pressed" him to take a cold dinner. Then he walked a long distance with him, gave him his signature, and "pointed out the route" to Langdale.

His visit to Carlyle is not less interesting. The Carlyles also invited him to a meal, and the conversation must have been absorbing, for when Mr. Barnard finally started back to his hotel, all the public conveyances had stopped running.

He inquired of a night watchman the best way to Jermyn Street (as he was in Chelsea) and that official walked with him to the next policeman, explaining that it was part of the duty of the British police to pass strangers along in this way. As the policemen were stationed every hundred yards all over London, Mr. Barnard was returned to his hotel safely, since the last one was willing to escort him "even to his lodgings."

A great deal of Henry Barnard's year of foreign travel was done on foot, but none of it for the purpose of idle sightseeing. Although he enjoyed the scenery, architecture and picture galleries, he was in Europe primarily to study the social and edu-

YELLOW LIGHT: PREPARING TO GO

cational conditions of the countries he visited, and to compare them with his own.

He found education in England, France, Germany and Switzerland to be far ahead of anything this country had ever dreamed, and came home to Hartford in 1836 more deeply impressed than ever with the necessity of "basing all our hopes of permanent prosperity on universal education."

So here we may say, that Henry Barnard, in 1837, stood prepared. He had graduated from college with great honor, he was a full-fledged lawyer and a natural orator, he had traveled extensively in both America and Europe, and he had taught school.

But the great question at this point was, with him, as it is for the curious student of his subsequent life — prepared for what?

CHAPTER THREE

GREEN LIGHT: GO

AT THE AGE of twenty-six, Henry Barnard had practically everything he could desire. Fame beckoned him from all directions; many avenues were not only open to him, but they tempted him. He could have been a lawyer, a politician, an author, a lecturer, or a scholarly dilettante.

But while he was thinking it over, he was catapulted by his friends and neighbors into the Connecticut Legislature as their Representative.

He raised no finger to obtain this office, and he was not able, on account of his father's illness, to attend a single campaign meeting, but when he found himself in the General Assembly, he attempted to throw himself into vigorous action.

The Legislature was cold, however, and refused to put him on a single committee, in order "to teach the young man a lesson," and also to teach his constituents to send a *man*, not a boy, to the next session. His constituents, however, returned the same boy with great enthusiasm in 1838, and very soon Henry Barnard had his chance.

We may say that this chance (which was merely an opportunity to speak before the combined Houses in favor of a bill) was the initial step in his career which made him an educator. It looks on

GREEN LIGHT: GO

the face of it as if Henry Barnard had at last settled on politics as his chosen career; but when we find that the bill was an act "to provide for the better supervision of Common Schools," we can see this was not politics so much as educational reform.

Anyone who remembers Henry Barnard at all, remembers instantly his "speech to the Legislature in 1838." It was one of the very highest peaks in the ups and downs of his life. The presentation of this bill was a brilliant effort bordering on genius, but it was neither flowery nor ostentatious. It was simply an earnest, clear-cut statement of conditions, given by a personally magnetic young man.

"It is idle to expect good schools until we have good teachers" is a sample sentence, but the staid Yankee legislators were so taken by storm by the very simplicity of his logic, that they passed the bill without discussion, against regular rules.

All the reports of this speech dwell on the fact of its eloquence. But it is not so well known that weeks before he swept the Legislature by his fiery speech, he had mailed out letters to every man who would be in his audience. He had occupied himself for a month before the Assembly met, in visiting schools and talking with parents and teachers.

He found conditions deplorable in the extreme, as was common knowledge, but instead of stating this baldly in his tactful circular, he drew attention to it in the form of questions. Every recipient, when confronted with these questions, knew the answers well. In this diplomatic way, he prepared

HENRY BARNARD

the minds of the legislators for the bill before he presented it to them in public.

When the bill became a law, nobody knew enough about it to administer it, except the young lawyer who wrote it. He was asked to become the first Secretary of the newly created Board. Here was a dilemma which he had not foreseen.

He had definitely planned that the first Secretary should be Thomas H. Gallaudet, the founder of the American Asylum for the Deaf. Dr. Gallaudet, however, refused to serve, saying that the new Secretary should be a man of youthful strength and enthusiasm.

Henry Barnard had plenty of "youthful strength and enthusiasm," and the appointment was offered to him. He was reluctant to accept, for, since he had practically created the office, his acceptance of it laid him open to criticism. He finally agreed to serve for six months without pay, until someone better fitted could be found. Thus he became the first Secretary of the Board of Commissioners for Common Schools in Connecticut, and entered (although he was not then fully aware of the fact) upon his formal career as an educator.

The first thing the energetic young Secretary did in his new office was to draw up an address to the people of the State, and get it signed by all members of the Board. Its tone was that of perfect confidence that Connecticut earnestly wished to know the condition of its schools, whatever it was, and to improve it.

GREEN LIGHT: GO

"Surely then, Connecticut, whose very name calls up before the mind the whole subject of common school instruction and popular intelligence, will at least be anxious to know where she stands in this onward march of the intellect.

"She ought to know the actual condition of her common schools. It is due to her dignity and her welfare to know it. But she cannot know this, without a faithful inquiry into the state of her schools.

"Facts are what we want, and the sooner we can procure them, the sooner we shall be able to carry forward with efficiency our system of common school instruction."

He then threw himself like a whirlwind into the work of collecting facts. He never wearied of getting facts. Up and down the State he went, working night and day, collecting accurate information about schools. He was known as the "terrible young man with the notebook." He sent out lists of questions which were "enough to scare the wits out of their astonished recipients." Teachers and School "Visitors" were never so be-questioned before or since.

Teachers of today who are required to make out sets of statistics on large white cards that are never looked at, will be glad to know that Henry Barnard made good use of every fact he obtained. He incorporated this discouraging array in a report to the Legislature from the State Board.

HENRY BARNARD

The facts were depressing. Every man and woman who had ever been to school in Connecticut knew that everything Henry Barnard said about the schools was true. But never before had the appalling facts been written down in any one place.

More than half of the 1200 school-houses were found to be practically unfit for occupation. Large numbers of them were in incredible condition. Two hundred varieties of school books "made confusion worse confounded." Children apparently went to school or not, just as they chose. Men received \$15 a month for teaching in winter, and women received \$6 to \$8 for teaching in the summer. The great majority of them "boarded round," and not one fourth of them stayed in the same school a second year.

Facts and more facts were accurately set forth.

Schools were often closed in winter for lack of firewood (which in wooded Connecticut seems strange). There was no attempt at grading of schools, no uniformity of teaching, no examination of teachers, no supervision. There was no fixed length of the school year.

But also, in this report, as A. D. Mayo humorously says, there was "*no lack of suggestion* for the cure of this great infirmity." Knowing Henry Barnard's background, we can believe that he put forward the remedy in this same report, which amounted to "a complete scheme of reformed public instruction founded on the most advanced ideals."

GREEN LIGHT: GO

This report came under the eye of Chancellor Kent of New York, and in his Commentaries of American Law, he says, "It is a bold and startling document, founded on the most painstaking and critical inquiry and contains a minute, accurate, comprehensive, and instructive exhibition of the practical conditions and operations of the common-school system of education."

In 1839 he did not have as good luck trying to get a \$5,000 appropriation for various objects, including especially a Teachers' Institute, but he was not dashed. "What the Legislature refused to do, the Secretary undertook at his own expense." He issued an invitation to teachers of Hartford County to meet in Hartford for several days, where they would be given lessons in the teaching of reading, arithmetic, use of globes, and "school keeping" by competent men, all hired and paid by Henry Barnard himself. Twenty-five teachers responded. Portions of each day were given to general discussion and to visiting the best schools of Hartford. It was a regular Teachers' Institute, and one of the very first.

Slowly but surely Henry Barnard gathered about him a sympathetic public from all quarters of the idealistic but cautious State of Connecticut, but he never tried to go very far ahead of this public. He never tried to jam a thing through. He realized perfectly that laws in advance of the people's thinking would never be enforced.

He therefore concentrated his efforts on the

HENRY BARNARD

forming of public opinion rather than on the making of new laws. Several laws were passed, however, "in the direction of reform," and several large towns and cities reorganized their schools so conspicuously that other states began to look upon Connecticut as a noble exponent of education. Henry Barnard shot up into a national figure, and was widely quoted in Europe as an authority.

Then suddenly Henry Barnard's work was completely overthrown. He had the heartbreaking experience of seeing his patient labors grossly misinterpreted and brought to an abrupt end.

A new political party came into power, which immediately abolished the Board of Commissioners, removed Henry Barnard from office, and repealed the school laws.

Governor Chauncey F. Cleveland said in his message to the Legislature, in a feeble attempt to explain this unwarranted move, "I think it is obvious that the public expectations, in regard to the consequence of these experiments, have not been realized; and that to continue them would be only to entail upon the State a useless expense. In conformity with this opinion, and in obedience to what I believe to be the public sentiment, I recommend the repeal of these laws."

Thus in the space of a day, did Henry Barnard find himself publicly discredited, falsely accused, and dispossessed of office. Connecticut at this time did not show up very well and from all quarters came loud voices of indignation and protest.

GREEN LIGHT: GO

Horace Mann wrote to him at once, dramatically, expressing "unabatable" sympathy and begging for a newspaper to relieve his suspense.

Horace Bushnell raised his eloquent voice in a speech to young men.

"A great injustice has been done him, and a greater injury to the State. No public officer that I have ever known in this State has done so much of labor and drudgery to prepare his field, expending at the same time more than he received, and seeking his reward in the beneficent results by which he was ever expecting to honor himself with the State."

A member of the New York legislature said,

"Why have you cast out Mr. Barnard? We cannot understand it. The effort to extend common schools and elevate them to the highest possible pitch, we regard as the very essence of democracy.

"And as for Mr. Barnard, there is no man whom our committee has consulted on this subject for the last three years, who gives us so much satisfaction, who is so perfectly master of the subject, and so thoroughly practical in his views, as he. We regard him as decidedly the best and ablest guide on this subject in our whole country."

Meanwhile, how was Mr. Barnard himself answering the charges made against his work? He was saying very little. In line of duty, he wrote a full account of his expenses and work, answering

HENRY BARNARD

a letter of inquiry about them. This account showed that instead of incurring unwarranted expense, Mr. Barnard had paid \$3,049 from his own personal funds. He wrote, "Not one farthing of what we have received as compensation for our time and labor for two years, has been applied to our own personal benefit or expenses, but to advance the cause of common school education in this State."

But his masterstroke of courtliness was the reply he made in Volume 4 of the Common School Journal. The reply is not a reply at all. He printed in full the report of the committee which had dismissed him. In presenting it he says, "The above report is printed with all its errors of grammar and logic, as it appears among the legislative documents of 1842."

At the end he remarks simply, "We intended to have appended a few brief remarks on some of the statements made by the committee, but we are willing to leave the subject by referring the reader to the following index for information respecting the past and present condition of common school education throughout the world."

In this brief sentence is *Henry Barnard* — a statesman, a scholar, and a gentleman. He is "willing to leave the subject," but not without urgently calling attention to the work of education throughout the world! We read between the lines, "If this is the last thing I do!" It was the last thing he could do in office.

GREEN LIGHT: GO

This sort of behavior, it would seem, is at least one reliable measure of greatness. A small man treasures up injustices and allows them to color his whole life. Henry Barnard's public dismissal was received by him with distress and disappointment that his work was delayed.

It must not be supposed on the other hand, that he did not feel keenly the injustice done to his motives; he was always super-sensitive about his work. But because of more fundamental interests than those of personal pride, he was able to push this indignity aside, and to keep his eyes on the goal. Nothing stops a really great man in his progressive march.

While it is perhaps possible to see how Henry Barnard could forgive his opponents because of a deeper purpose, it is hard to understand how he could, almost without catching his breath, set about drawing up a plan for the "improvement of common schools, with a list of the measures which could be adopted for the systematic furtherance of the object," in behalf of the very State which had dismissed him.

But his friends were too thoroughly disheartened, even if he was not, to undertake the plan, and therefore we find Henry Barnard picking up his educational stakes once more, and starting off on a grand tour of the country in order to collect material for a "History of Public Schools and the Means of Popular Education in the United States!"

This one act shows as nothing else can do, his

HENRY BARNARD

singleness of purpose, his utter disregard of personal ambition for its own sake, and his determination to improve schools whether or no.

A trip across this country in 1842 was an adventure in itself. But to Henry Barnard it was doubly adventurous, since to him the points of interest were public schools in session, legislatures, and powerful individuals in high office.

But welcome awaited him everywhere; the more distinguished the occasion, the greater the welcome. He spoke in every state then in the Union, except Texas, and addressed, by invitation, the legislatures of ten states. He was consulted as a great jurist on School Law, as an architect on the technique of school building, as an historian on the progress of education all over the world, and as an old soldier on the educational battlefield. At this time he was thirty-one years of age.

One can imagine how much information a Henry Barnard was able to gather in his notebook, in the space of fifteen months. He kept thinking about his native State and the distressing fix she was in. Everywhere he anxiously set down facts which he thought might help her, and the Common School Journal, to which he had said a regretful farewell, later on contained the very material collected on this journey.

Surely, Henry Barnard walked the second mile with the State of Connecticut.

CHAPTER FOUR

TO RHODE ISLAND

CONNECTICUT's clever neighbor, Rhode Island, had meanwhile been watching with thoughtful eyes the activities of Horace Mann in Massachusetts on one side, as well as the frustrated plans of Henry Barnard on the other. Wise and far-seeing Rhode Island leaders who were then in power, decided that Connecticut's entire rejected program was just what they wanted, and that they should lay hold of it as soon as possible, while the dismissed Secretary was out of a job.

"No," wrote Mr. Barnard. "I cannot accept the position. I am engaged in writing a History of Education in the United States."

"Writing history?" wrote back Governor Fenner. "It is better to make history than to write it."

The Governor had unknowingly said the right thing. Henry Barnard could see for himself that here indeed was a chance to make history. Here was an entire State, not only willing but anxious to allow him to carry out his already perfectly constructed program. He knew that he would not meet the political opposition which he had encountered in his own state — at least for some time — and therefore Henry Barnard laid aside his elaborate literary plans, and moved into Rhode Island as State Superintendent of Schools.

HENRY BARNARD

Right away he began as ever to get at the fact; from long practise he knew exactly how to begin.

Rhode Island was set in her ways, but she was small. Her entire territory could be covered in a comparatively short time, and Henry Barnard covered it. The result was a minute report of all educational conditions in the state, and a suggested remedial program which Horace Mann called "the best working model of school legislation and organization for the schools of the whole country which had yet been furnished." The influential and educated men of Rhode Island were friendly to the proposed work of the new Superintendent, but it was a ticklish business to win the confidence and support of the ignorant and prejudiced in the out-lying districts.

"What was good enough for us, is good enough for our children," they said. "Our habits are fixed. You cannot change them."

Some of them even threatened to shoot the "d — d Connecticut man," and said, "You might as well take a man's ox to plow his neighbor's field, as take his money to educate his neighbor's children."

Not yet were the people of Rhode Island ready to be taxed for the good of other people's children. Only the rich could be educated.

"Why waste your talents?" asked a rustic member of the Legislature. "You might as well beat a bag of wool."

Mr. Barnard agreed that beating a bag of wool

TO RHODE ISLAND

was not apt to be productive, but he did not agree that his adversary — the State of Rhode Island — was a bag of wool. So he went on beating with a cheerful heart.

It would seem that the most concentrated work of his life was done in Rhode Island during these years. He did the work of a dozen men. According to his own report he held more than 1100 meetings, and delivered more than 1500 addresses. "One hundred and fifty of these meetings have continued through the day and evening; upward of one hundred, through two evenings and a day; fifty, through two days and three evenings; and twelve, including Teachers' Institutes, through an entire week. In addition to this class of meetings, upward of two hundred meetings of teachers and parents have been held for lectures and discussions on improved methods of teaching. These meetings have proved highly useful.

"Besides these various meetings, experienced teachers have been employed to visit particular towns and sections of the state, and converse freely with parents by the wayside and the fireside, on the condition and improvement of the district school. By these various agencies it is believed that a public meeting has been held within three miles of every home in Rhode Island."

One of these agencies was an amusing and striking piece of showmanship. Mr. Barnard engaged a strange sort of Parnassus on Wheels to catch the attention of the rustic population in

HENRY BARNARD

remote districts. This has been called "Baker's Circus." Mr. Baker was a brilliant and spectacular teacher, a zealous reformer, and as queer and eccentric as Mr. Barnard was conventional.

Mr. Baker procured a large covered wagon and about a dozen of his "best" school children, and went about the country visiting isolated spots, teaching the twelve children for inspection. Wherever he found an audience, he got out his bell, set up his blackboard and held a session of school. He carried along boxes of minerals, insects, and pressed flowers, as he was an early advocate of object-teaching, a method totally new to his listeners. Mr. Barnard lent dignity by opening the outdoor school in his genial fashion, and then Mr. Baker took over the school-keeping, sending the children to the board to do sums, draw maps, and show actual products of foreign countries.

The children must have had an exciting life, for it did savor of a circus. Their teacher was "a good comic actor", and he knew very well how to make his pupils pay attention as well as his adult audience.

This was one of the first model schools, and certainly one of the first on wheels. While Mr. Baker was inclined to overdo everything he touched, Mr. Barnard was able to keep him within bounds and to make excellent use of his real gift of teaching.

"You laugh at Baker," he would say to his family, "but Baker is a very valuable man."

TO RHODE ISLAND

Mr. Baker's fame spread to other states, even back into wayward Connecticut, and Rev. Timothy H. Porter wrote to Barnard from Waterbury, "Would it not be better to write that you *have decided* to let Mr. Baker spend a week in the schools of Waterbury? The great thing is, we want and *must have* Mr. Baker with us for a week. He wrought almost miracles in the minds of teachers, pupils and people during the brief period he was here."

The work which Mr. Baker did supplemented Henry Barnard's work most brilliantly. But if Henry Barnard had merely known how to teach school brilliantly, he would have failed in his Rhode Island work. He had to know many larger and greater needs behind those of actual teaching.

Suppose, for instance, that he had been able to slip a perfect school system into Rhode Island overnight, that system would have failed. It would have failed because the people themselves were indifferent, not only to the need, but to the advantage of good public schools. They were even more prejudiced, on the whole, than the people of Connecticut.

But Henry Barnard was not depressed; he was challenged.

"Here," Rhode Island had said in effect, "is my glove!"

"Very well," said Henry Barnard, picking it up, "I do not ask you for anything now. I do not even want to fight. I just want you to listen."

Henry Barnard dared to do this, because of an

HENRY BARNARD

unshakable faith, which he held during his whole long life, that people, if fully informed, could always be trusted to do the right thing. He considered, then, that it was his first job to inform them fully.

He worked like a dog. Sundays gave no rest to the Superintendent of Schools in Rhode Island. He took every possible chance to make a speech, even to children in school. He considered no occasion unsuitable for a few words on education.

Right here the fact that he was a "d — d Connecticut man," was in his favor. Nobody suspected him of political motives, for he was a citizen of another state. Then, too, he never mentioned politics, but stuck strictly to his topic of school-mastering.

In every kitchen in the State of Rhode Island, "up by the clock", hung a Farmer's Almanac. On his travels, Henry Barnard had seen them all. He knew, too, how they were read by the farmers, as they sat quietly rocking the winter away; and by their children, who, after the lamps were lit, shoved the almanac into the circle of light, and before the year was out, practically memorized the whole of it.

Here was a universal vehicle. Henry Barnard had seen it utilized as such in New York. He went back to his basement office and composed some material on schools in the Almanac's same appealing vein, and that year no fewer than sixteen pages of educational enlightenment were sewed into every Almanac sold in the state, over 10,000 copies.

TO RHODE ISLAND

No man in the whole State of Rhode Island could have been ignorant of all this sudden activity. After about a year of it, Henry Barnard sagely deemed the State ready to accept a school law.

"If Rhode Island passes that bill," wrote Horace Mann, "she will have one of the best systems of public instruction in the world."

Rhode Island passed the bill in 1845, and there it stands in substance to this day.

But Mr. Barnard was very tired. He said as much to Mr. Urdike; he even wished to be relieved of the responsibility of the Rhode Island schools.

Mr. Urdike, thoroughly upset, remonstrated with him. "You must keep at our head," he said. "On your acceptance depends the destiny of the school progress of Rhode Island!"

Tired out or no, Henry Barnard had to stay. In this state of exhaustion, he proceeded to increase rather than to diminish his activities, the mere enumeration of which is wearisome. He began to give the people a perfectly new idea to explain irregular attendance of children — an idea which had been of great importance in his own mind for at least twenty years.

"Of course children cannot come to school if they are sick," he said in substance. "And the unhealthful condition of our school buildings *makes* them sick. They freeze near the windows and they roast near the stove. We must therefore improve our buildings before we can improve attendance."

An amusing account of a farmer who loudly

HENRY BARNARD

disapproved of covered entries, had been printed in the Common School Journal, and it is to be hoped that Mr. Barnard did not fail to use this illustration in his various speeches.

The farmer, Mr. R. W., contended that exposure was good for children; it seasoned them. Snow and rain, a bit of cold, and good brisk winter winds made them healthy — as his own grandmother could attest. She had driven off a wild Indian at one time, he said, with a fire-shovel (although the Indian had a tomahawk) by just such seasoning.

Mr. Barnard quite aptly adds that if exposure to the elements could give any such pre-eminence, then the Indian ought to have been more athletic than the grandmother!

On this note of humor, Mr. Barnard thought up a taking scheme, whereby the school commissioners were directed not to give any public money to districts whose school-houses were not in good condition. Speedy improvement followed. Rhode Island was said that year to have had more good and fewer poor school-buildings, in proportion to the whole number, than any other State.

All this practical experience, Henry Barnard was putting down in his notebook. The wonder is that he ever had time to read it. But he must have done so, for very soon he brought out a most elaborate and detailed edition of his book on School Architecture, which was eventually used all over the world. His authoritative work on "Normal Schools" was also being written.

TO RHODE ISLAND

But he was worn out again. He went west to remain for a stay of five weeks, in order to rest at the home of his old friend, Alpheus Williams. This trip is very important, for during it he met his future wife.

On the way to Detroit he could not resist the opportunity of making speeches in nine different large cities, such as Cleveland, Cincinnati and Columbus. He arrived in Detroit more exhausted than ever, and found Mr. Williams waiting to take him out to a wedding. Henry Barnard protested that he was much too tired.

"You'll be sorry if you don't go," warned Mr. Williams. "There is going to be an awfully pretty bridesmaid."

The bridesmaid was Miss Josephine Desnoyers, who was as good and lovely as she was beautiful. Henry Barnard met her in June and returned to marry her in September. This marriage was of great and lasting happiness to both.

To Providence he brought his bride, and sweet-tempered little Mrs. Barnard, ten years his junior, had her moments of astonishment at the people her husband brought home to meals. If he found a promising convert "up-country," upon whom he thought he could rely, he promptly invited him to dinner. Mr. Barnard did not say anything about these intentions, but when he appeared at dinner-time, he just "had a man with him." At the Barnard table sat many strange persons as well as famous ones.

The following unpublished letter from Horace

HENRY BARNARD

Mann indicates Dr. Barnard's constant desire to get magnetic speakers into Rhode Island to increase the enthusiasm of the public, and also shows rather amusingly the terms of intimacy which existed between the two educators.

He writes:

"West Newton, Oct. 4th 1848

"My dear Barnard,

"You are truly waggish. Can't I come and deliver an address . . . forsooth, during the session of the Legislature? Come here, my facetious friend, look at my report, which is not written, at my Abstract, which is not made up, and at three, — perhaps four Institutes which are coming out of the womb of time, and then . . . say whether I can go missionarying into a land that you have illuminated these four years. What an imagination you must have. ('Oh, what a poet was in Barnard lost.')

"You have talked about being sick, and about giving up and going to the sexton 20 and 2 more times than the boy and the "wolf." I hardly know what to make of it. Yet you always look rubicund and rotund. I tell you there is a great deal of educational seed in you yet, and you will never die till it has been scattered. I am truly sorry it could not be scattered in Massachusetts — perhaps it will be yet, — I will never despair of the cause, tho' perhaps I may of some of its agents. Come and see me.

"*Our* love to Madam and yourself,
"Horace Mann."

TO RHODE ISLAND

While Horace Mann's handwriting is much more legible than Horace Greeley's, there is a nice question about the word *Institutes*. However, it is reasonable to suppose that these two men might well be talking about institutes, even though Mr. Mann ends his line with *In*, without a sign of a hyphen, and begins the next line with something remotely resembling *stitutes*. What matters most is the fact that these two great leaders did not work in rivalry, but in most intense and friendly cooperation.

Henry Barnard's missionary fervor in trying to get women teachers into the school system seems most unnecessary to this age when the profession is swamped with women, and men teachers are a rarity. It is difficult to imagine that at this time, women were just emerging from the shelter of their homes, to take charge, on sufferance, of primary schools in summer. After a great deal of labor, Henry Barnard points proudly to the fact that the "introduction of a large number of female teachers, in winter as well as in summer, has greatly improved the discipline, moral influence, and *manners* of the Rhode Island public schools."

His teachers' institutes, to which he tenaciously clung as the best substitute for a Normal School, did much to elevate the position of women. A prominent teacher wrote to him, "Your institutes left the places where held, in a red-hot glow."

One could say that the interest in education in Rhode Island, in 1849, was at red-heat. The think-

HENRY BARNARD

ing of the entire State was revolutionized. When Henry Barnard entered the State, not a town raised a tax for schools. When he left it in 1849, every town voted (and collected) a school tax. He could report that the staggering sum of \$120,000 had been spent for school-houses outside of Providence. Every school in the State had a blackboard, and one third of them had globes and maps.

At this point Henry Barnard's nervous energy was really exhausted. He could do no more. On every hand he was urged to cut down his multitudinous activities, and still retain office, but he knew that as long as he continued to be responsible for the work, he would continue to work. So on January 25, 1849, he definitely resigned.

He had planned to make a detailed report in writing to the Legislature, but he was invited instead to address both Houses in joint session in an extempore speech. This was what he could do best.

"His address was most eloquent and impressive," said the Providence Journal, "and was listened to for two hours with almost breathless attention."

Of course the public in those days was more accustomed to listening to two-hour speeches than we are, but human nature was about the same then as now, and if the Providence Journal said breathless attention, it probably meant breathless attention. Henry Barnard could give a school report, and make it sound like an exhortation to higher living.

TO RHODE ISLAND

It must be remembered that he was at the moment retiring from office because his nerves had collapsed. A man in this situation who can stand on his feet for two hours, and give his last report orally without having written it down, must have something to sustain him. Then the adulations began to pour in. For once, Henry Barnard received congratulations and appreciation at the time when they were most needed.

At the close of the speech, the two Houses voted unanimously to instruct the Governor to send the following letter of congratulation to Mr. Barnard:

“Resolved, unanimously, that the thanks of this General Assembly be given to the Hon. Henry Barnard, for the able, faithful, and judicious manner in which he has, for the past five years, fulfilled the duties of Commissioner of Public Schools in the State of Rhode Island.”

The teachers of the State, as soon as they heard of his intentions, presented him with a costly silver pitcher and a long and detailed letter expressing gratitude for his work, and regret at his departure.

Horace Mann said that the work of Henry Barnard in Rhode Island was the greatest legacy he left to American educators.

A later educator says, “It seldom comes to a commonwealth to be laid under tribute to a person as our State of Rhode Island is to Henry Barnard, and I am doing him tardy justice in emphasizing the debt that Rhode Island owes him — a debt which she can never repay.”

HENRY BARNARD

During the five years in this State, Henry Barnard enjoyed for the first time the satisfaction of the "harvest" as well as of the "labor." There was less of opposition and criticism than at any point of his career. The press was uniformly courteous and generous to him, and he mentions the fact that not a single article appeared in the newspapers of Rhode Island that was detrimental to him.

So, in 1849, exhausted, but fairly content, he turned his feet homeward, and moved, with his wife and baby son, into the Hartford house where he was born. Here among his books, his family, and his garden, he settled down to rest. But such a man as Henry Barnard can never rest; the story of his recuperation during the next five years, is nothing more or less than the history, for that same period, of Education in Connecticut.

CHAPTER FIVE

BACK TO CONNECTICUT

WHILE HENRY BARNARD had been toiling in Rhode Island, the man who had tried to take his place wrote gloomily,

"An apathy prevails in Connecticut like the atmosphere of death. People coming from other states into Connecticut feel like coming from the sunshine into a cellar."

"Come home to Connecticut" wrote a wealthy and public-spirited merchant in Hartford, "or tell us, at least, how to revive educational interest."

The amazing educational bustlings in Rhode Island were heard in every corner of Connecticut, and the public began to look uneasily at the little State, now "in full tide of successful experiment."

It took Rhode Island, that asylum for many a great outcast, to show Connecticut what she had rejected, and to cause her to reflect (a bit late) that after all Mr. Barnard was a native son, and should, by all that was right and proper, return home.

It is not scrupulously accurate to say that the people who had been responsible for the "firing" of Henry Barnard in 1842 (later enlightened and sorry for what they had done) were now wholly responsible for his return. His own political party

HENRY BARNARD

was again in power, whose business it had been immediately after the departure of Mr. Barnard, to "gather up the remains" of his administrative policy, and to work for its reinstatement against tremendous odds, whenever the time should present itself. These supporters had always been his supporters.

His converted enemies — converted by the unquestionable value of Henry Barnard to the prosperity of Rhode Island — merely added to the sum total of increasing public approval.

His friends had not been able to let him alone at any time during his entire period of service in Rhode Island, and were constantly visiting him, or writing to him, or entreating him to visit them. Henry Barnard's heart was with his native State, and he had never turned a deaf ear to appeals from home.

"At least (if you can't come home) tell *us* what to do," begged the philanthropic rich man previously mentioned, whose name was James M. Bunce.

"Offer a prize for an essay on school improvement," Henry Barnard wrote back in a moment of inspiration. "It will make the people think, and it might give us a practical scheme."

Mr. Bunce acted instantly. He offered \$100 for an essay on "Necessity and Means of improving the common schools of Connecticut, with Measures which can be adopted by a voluntary association to improve the common schools."

BACK TO CONNECTICUT

They had long titles to their prize essays in those days.

The winner was none other than our old friend Noah Porter, Jr. who had been at Yale with Henry Barnard, and who was then the young minister at Farmington. The whole of Noah Porter's admirable essay was completely worthy of the great philosopher he was to become, but it was only a magnified echo of the measures advocated by Henry Barnard in 1838.

Mr. Bunce had "ample means." He circulated this essay, and also 5,000 copies of Henry Barnard's own essay on "Considerations on a Public High School in Hartford."

By such devices as these, although Connecticut was still far behind Rhode Island in the cause of Education, the faithful few had seen to it that the State had made some progress. In 1845 they had been able to get a report through to a friendly Legislature on the unsatisfactory condition of schools, referring to Barnard's work with favor; and the result of this report was the creation of the office of State Superintendent of Education.

Mr. Seth P. Beers, a discreet and able man, was this State Superintendent, and a worthy and diplomatic follower of Henry Barnard. He felt his way along, even more cautiously than had Barnard, and in consequence offended few and utilized the ability of many. Practical results of his work were everywhere.

When Henry Barnard at last "came home" in

HENRY BARNARD

the spring of 1849, his friends flocked to see him, not mainly to condole with him on the weakened condition of his nervous system, but to consult with him about every imaginable phase of social service. He was thirty-nine now, and he knew more about these things than any other man in the State.

Still, his friends knew something which he did not. Knowing very well what they were doing, they offered him Connecticut's highest educational position, that of State Superintendent of Schools, and at the same time the principalship of the new State Normal School in New Britain.

Nothing on earth of personal success could have revived his failing health and spirits as much as the realization that his "pet," the Normal School, was an accomplished fact. No other lever could have worked so well.

Henry Barnard came to life again. For thirteen long discouraging years he had preached Normal School to everyone who came within earshot. It had been his last wistful recommendation in his State Report of 1841; its establishment was the realization of a dream.

It was characteristic of Henry Barnard, in accepting this double office, to visualize immediately what he would do in it. He would be certain, he knew, after the Normal School was actually in existence, to give the bulk of his time and effort to the question of the common schools. He was prudent enough, then, to stipulate that an assistant principal should be appointed to perform the

BACK TO CONNECTICUT

actual duties of teacher and executive in the Normal School, leaving him freer for the general supervision of the whole State. This was done.

We find him, then, chaperoning 55 students into the new Normal School at New Britain, Conn., in May, 1850, "without waiting for the completion of the building." As soon as there was a roof on it, and teachers in it, he put students in it, and started the Normal School on its triumphant way, with no apparatus or library.

It was formally dedicated on June 4, 1851. This occasion brought the Governor of the State to New Britain, all the State officials, the trustees, the leading citizens, and all the other citizens, and both Houses of the Legislature. Again Henry Barnard was present at the harvest, reaping what he had sown. For an "old man" of forty, this must have been a joyous occasion. He had the satisfaction of making the address of dedication, and of hearing his Yale classmate, Rev. Horace Bushness, launch into an "electric" speech of eulogy.

"After encountering years of untoward hindrance here, winning golden opinions from every other State in the Republic, and from ministers of education from almost every nation of the old world, he returns to the scenes of his beginnings, and permits us to congratulate both him and ourselves in the prospect that his original choice and purpose are finally to be fulfilled."

Henry Barnard's version of this occasion is

HENRY BARNARD

characteristically modest, but he could not have failed to recognize the genuineness of the public applause, so long delayed, in spite of his whimsical wording. He says in a personal letter to a friend,

“We had a grand jubilee at the dedication of the State Normal School. I wish you had been present. Bushnell gave a sal of Bunkum Addup on Connecticut, glorifying the old State, and borrowing some of Darfey’s thunder. To my surprise he came out with quite a good word for me, which to my still greater surprise, was received with cordial enthusiasm by the audience.”

Henry Barnard had another distinct contribution to make to Connecticut. To him, at least, a Normal School was not really a Normal School unless it had a model school attached, in which students could practise on actual children under expert supervision. “To set up a Teachers’ Seminary without a model school, is like setting up a shoemaker’s shop without leather,” he said.

He succeeded in getting through a State law providing for this. It provided that the State should shepherd the Normal School insofar as it should direct the professional policy, and hire and pay the critic teachers, although the local community was to assume a measure of financial responsibility for the education of its own children. This law still stands, in Connecticut, practically as written.

Henry Barnard was now back at the old double task of getting the facts, and dispelling apathy, but his attitude toward this occupation had

BACK TO CONNECTICUT

distinctly changed. He was thinking now in terms of national facts and national apathy. It was now impossible for him to keep his investigations within the confines of a State. Without conscious volition, he reached here and there for his facts, no matter where; and when asked for help, he sent out free literature containing remedies. The civilized world was his stage, and the civilized world was his audience. Henry Barnard was created for big business.

The net result of his international attitude was the return attitude of the world regarding Dr. Barnard. (From 1851 on, he was Dr. Barnard four times over, since he was given the degree of Doctor of Laws by Yale, Harvard and Union Colleges, and later, by Columbia.) Every educator in the United States looked upon him as a great reformer, and visitors from across the sea, wishing to know the least detail about American schools, or for that matter, about their own schools, headed straight for Dr. Barnard of Connecticut.

His true worth was known to the Governor, who appointed him the sole delegate from America, in 1854, to the great International Exposition in London, on Educational Methods. When he attended the centennial dinner of the Society of Arts in the Crystal Palace, he was honored by a seat at the head table, and invited to respond to the toast, "To our Foreign Visitors."

He represented America well, for he had all his facts at the end of his tongue. He had no occasion

HENRY BARNARD

to look them up, for it was he who had discovered them and written them down, and it was he who had been dealing with them face to face for sixteen years. He had no occasion to look up the names of his own "children."

His appearance at the Exposition did a great deal to further his now unquestioned reputation. Delegates from all countries gladly promised him reliable accounts of their work for his proposed *Journal of Education*.

Dr. Barnard visited every department of the Exposition. And now for the first time in his life, he saw an actual Kindergarten in operation. Madame Rongé was teaching the model Kindergarten, and making use of the material advocated by Mr. Charles Hoffman. Dr. Barnard found her putting into practise everything he believed. Here was Pestalozzi in theory and spirit; here were women teachers, "in whose hearts love, hope and patience had first kept school;" here were a model school-house and school-room; and here were small children developing under the very eyes of the beholder. Everything he had ever dreamed of, was personified; no need for him to inquire of Madame Rongé where she had "trained." In every gesture, in every look, in every child, he saw his ideal school. Dr. Henry Barnard came home with another "string to his bow."

This absorbing idea was not strictly new, but the ancient ideas of Pestalozzi and Froebel now wore such a new and fascinating dress that Dr.

BACK TO CONNECTICUT

Barnard at once became an emphatic missionary in behalf of the Kindergarten. He reported to the Governor at once:

"The system of infant culture, presented by Madame Rongé is by far the most original, attractive, and philosophical form of infant development the world has yet seen."

Ever since 1838 Henry Barnard had included in his Connecticut Journal and Rhode Island monographs, many articles on the training of young children during the play-period of their lives; but now he launches forth in good earnest.

He bought a statue of Froebel about three feet tall, standing with a finger raised in loving exhortation, for his own study, which his children forever afterward called, "Papa's Patron Saint." He then accepted all invitations to speak, both in the State and out of it, and took those occasions to present Froebel's ideas and the technical practise of the Kindergarten, from the vivid point of view of an eye-witness. He was known later as the god-father of the Kindergarten in America.

Two other things Dr. Barnard did for his native Commonwealth during his second period of service. He could observe that Connecticut, in consequence of his persistent labors in 1838 and thereafter, was now in a comparative "state of readiness." Therefore, without too much violent exertion on his part against public apathy, he revised the common school law completely, and had the satisfaction of seeing it enacted substantially as it is today.

HENRY BARNARD

He then wrote a book, instead of his ordinary report for 1854, on the History of School Law. There were so many "supplements" included in this book, (which A. D. Mayo calls a "stout volume") that it was considered the beginning of the educational literature of the common school in our country.

One of the distinguished visitors who came to Connecticut (and who, by the way, left in a most indignant frame of mind), was Professor Thomas Rainey, the editor of the OHIO TEACHER. He printed the account of his visit in his magazine, hoping perhaps, that "Connecticut" would read it, forthwith mend her ways, and give to her Superintendent of Schools a better place in which to work.

"My next place was Hartford," he says, "which no schoolman can pass, without violence to all the instincts of observation and professional improvement. As a matter of course, he must stop to see Mr. Barnard . . . the perfect embodiment of all the educational interest and intelligence of New England. He has done more than ten men in New England for education, and yet labors with the harness on, as if he were but a young man.

"But going to Hartford and *finding Mr. Barnard* are two things. I had a hard struggle to find his office. At last, however, one of the porters told me that he frequently saw Mr. Barnard go up into the garret of the State House. I took the hint and started, and after passing all the large and beautiful

BACK TO CONNECTICUT

State offices, and then winding the long and lonesome stairs, which took me above the Senate chamber and Representatives Hall, I landed on a dirty and unfrequented floor.

"I noticed in one corner a long, straight ladder sort of stairway, reaching into a region almost as dark as midnight, and started up. From the top, I followed a little passage-way about as wide as that of a prisoner's cell, until I saw a light gleaming from a door of what I supposed the belfry. Walking in, I approached a man whom I could not identify, until upon nearer approach with the candle, I found Henry Barnard, the great patronymic of Connecticut schools.

"No one can imagine my astonishment and chagrin, to see the Superintendent of Public Instruction in this lonely, dark, inaccessible hole in the garret of the State House; and I sat silent and dumb for a few minutes, contemplating education, and asking my own mind if indeed, education would finally succeed in this world. Mr. Barnard doubtless felt as much mortified as myself, but as is usual with him, said nothing. He asked me to draw near the stove, which I did, and we were soon so deeply enlisted in conversation as to forget everything else, while all the time the rain had been dripping through the roof on my feet, until I found that they were cold and wet.

Mr. Barnard suggested to me to move, and thought that if I would get in one certain spot, it would not rain on me. I suppose that he had often

HENRY BARNARD

tried it before. I moved, but soon I found it flowing in more fully than ever, when as a last resort, I suggested going to the hotel. Mr. Barnard accompanied me, as glad, doubtless, to escape from this Olmutz as I was.

"Now some will, no doubt, look upon this as fiction. If so, only let them, when they go to Hartford, *endeavor to find the Superintendent of Public Instruction*. I shall never forget this visit or the impression it created on my mind and feelings.

"I wish to hear no more of Connecticut, or her schools, or her miserable legislation, so long as this blot remains on her character.

"Now Mr. Barnard may not like all that I have said; it makes no difference; it is the *truth*, and the exposition of truth is always right."

Connecticut has since mended her ways, and has housed her Commissioner in quarters which do not let in the rain.

Dr. Barnard gave the impression to this visitor that he was laboring in harness like a young man. But he was in reality breaking down again. It will be noticed that each time his health had failed, he had never allowed himself time to recuperate before accepting a new and larger responsibility. It is hard to reconcile the two statements — that he had an iron constitution, and that he had now collapsed at least three times before he was forty years old. But the two statements are not really incompatible. He did have an iron constitution, but he was requiring too much of any human

BACK TO CONNECTICUT

constitution. As Dr. Will Monroe says, the hardships of travel helped to sap his strength. He drove up and down the whole of Connecticut in questionable "buggies" pulled by even more questionable horses, and at each private house of entertainment he ate flatteringly but a bit venturesomely of whatever was put before him. In New England this all too often meant pie, winter sausage, and pickles for breakfast, and the richest cakes the hostess could afford for tea.

Almost invariably the distinguished Dr. Barnard was given the "parlor-bedroom" which was never occupied nor aired except in rare cases of importance such as this, and often the windows stuck from long disuse and could not be opened. To a fresh-air enthusiast this was a real personal discomfort as well as a menace to health. His speeches required boundless patience, for since his audiences were often new to him, he found it necessary to say the same things over and over again, using the same amount, each evening, of persuasive power. His work was both physical and spiritual, and it exhausted every phase of his personality. With every personal contact, while he was inspiring others with his "magnetic optimism," virtue went out of him.

He resigned in 1855 in favor of his able associate in the Normal School, John D. Philbrick, who said, "He has done more than any other man to shape the educational policy of the Nation."

Dr. Barnard had always craved, although per-

HENRY BARNARD

haps unconsciously, for time in which to write. He had snatched at stray moments here and there during his strenuous activities, and in all he had done an amazing amount of writing, but so far he had not enjoyed leisure for literary work as such. He resigned his position because of shattered health, but it is interesting to note that he did so "in the hope" that he might be able to devote all his time and energy to "certain educational undertakings of a national character."

CHAPTER SIX

TO THE WEST AND BACK AGAIN

FOR a long time now, Henry Barnard had been dipping into his private funds. His salary had never been adequate, and such as it was, he had acquired the chronic habit of putting it back into the "work" just as soon as he received it.

His periods of illness and rest had to be paid for, and there had never been a time when publication of his writings had been wholly financed by anybody else. The Connecticut Common School Journal had never paid for itself, and lucky he was to have any money of his own, now that his family was larger, and he was entertaining more ambitious plans for his literary pursuits.

In his own mind, this state publication had always been only a "dress rehearsal" for a more elaborate undertaking of similar character. He planned now, and said as much, to publish ten volumes of a national magazine, which should contain all the educational history of every state and every nation, biographies of educators, minute descriptions of model school-houses with architect's plans, teaching methods and model curricula.

To this task he now set his hand. (It is to be supposed that this was his idea of resting.) Much of his information was in his own head, and much

HENRY BARNARD

of it in his "terrible" notebooks, now increased to a huge number. Articles from other famous educators he planned to get.

So, surrounded by the family he loved, and still living quietly in his father's house in Hartford, he began to write, edit and publish, and to draw more seriously on his personal inheritance.

As he sat in his study, and reviewed his vast collection of educational facts — all living facts to him because of vivid personal memories connected with each one of them — he became more and more inspired with the desirability of unifying a State program to include every educational agency from the Kindergarten through the Normal School and University.

In this enthusiastic frame of mind, he received an offer from Wisconsin to become Chancellor of the State University and Agent of the Normal School Regents. Here was an opportunity to do this very thing. He had "rested" for three years, and although far from being well, he accepted the offer and went to Wisconsin in 1859.

The West was "different." At no time in his career did Henry Barnard so need to practise his theory of adapting methods to conditions as found, as in the State of Wisconsin. The people were pathetically overjoyed to see him. They had called to themselves the greatest educator they knew, and here he was in the flesh, radiating hope and cheerfulness, and ready to use his tireless energies for their exclusive good. He had confidence in himself,

TO THE WEST AND BACK AGAIN

and the State had unbounded confidence in him.

As usual, he found a distressing state of affairs in the department of teacher-training, and to that, as always, he turned his attention. Right away he started up Institutes all over the State, sent for Mr. Baker, and also for the best talent that the East afforded — and to this personnel he added himself as general organizer, chief inspiration, and part-time teacher.

He had always regarded the Institute as a “quick” Normal School; it could be gotten under-way without too much machinery, it attracted the cream of the teaching profession, and it did not last long. He always made use of it where he could not have the better thing, the Normal School.

He himself was everywhere, and his visits raised the morale of the teachers to a gratifying degree. Dr. Barnard “won the West” as far as the teachers themselves were concerned. He reached three-fourths of them personally, and in this connection it should not be forgotten that Wisconsin was geographically a giant in comparison with Rhode Island, or even Connecticut, where he had accomplished a like feat.

Teacher-training was his greatest single contribution to Wisconsin. Actually, however, he accomplished a less tangible but more fundamental result, in that he left the people with the conviction that Education should be held far above personal jealousy, political creed, or religious prejudice.

The exhausting work of traveling over such a

HENRY BARNARD

huge territory, and of expending his maximum vitality all over again each time he addressed an Institute, was shattering to his nerves. It will be noticed that every public position Henry Barnard had ever held was preceded and terminated by a nervous breakdown. This was no exception. He was so utterly prostrated this time, that all the accounts of his life make mention of his resignation for this reason, and concerning the next two years they have little to say.

There was a great deal of friction in Dr. Barnard's work in Wisconsin and thereafter, which he himself chose in later life to ignore. Surely it is not necessary to dwell on it now.

He left Wisconsin in 1861, while his followers were still admiring and publishing far and wide the story of his consecrated labor.

At home in Hartford, his real "work" still lay spread out on the study table — and to the *Journal of Education* he returned.

For six years he labored and was content. Sixteen volumes appeared in 1866, paid for largely out of his own dwindling fortune.

He spent one year as President of St. John's College in Annapolis, Maryland, perhaps with a view to making it a University and thereby directing the education of another whole State. But a Northerner, in 1866, attempting to revive an old Southern college under a new and strange policy, with inadequate financial backing, was laboring against intolerable odds.

TO THE WEST AND BACK AGAIN

Very soon it was evident to him that he was bound to fail in making any very considerable progress. And then, fortunately the petty squabble which had been going on in Washington over the proposed new Department of Education was settled just as his hope for St. John's was at its lowest point. James Garfield, later President of the United States, telegraphed Barnard at Annapolis, "Come over and attend to your bill. It is going to be vetoed." (He cared enough, apparently, to run over the conventional ten-word telegram.)

The details about the passage of this bill are extremely complex and disheartening. It is enough to say here that the bill was passed and that Henry Barnard was appointed First Commissioner of Education in the United States.

A. D. Mayo says, "There was one man in the United States who was peculiarly adapted to this grand work of public inspiration in a decisive and inviting way. That man . . . was the educator who in a career of thirty years, had achieved a national and an international reputation by the habit of fashioning everything connected with education into a grand and attractive shape."

As might be expected, Dr. Barnard started an unprecedented census taking. His "terrible" notebook was a thing of the past; now he was operating as he had always dreamed of doing, on a national scale. Even in 1840 he had persuaded President Van Buren to include educational statistics in the census of that year. Horace Mann and Dr. Barnard

HENRY BARNARD

had used these statistics in 1842 to show the "utter inadequacy of existing means of popular education."

Now, as Commissioner, Dr. Barnard worked assiduously without funds, publishing reports, issuing circulars of information, and Volume 17 of the American Journal of Education. He wrote the first national School Law that was ever penned in America.

But such a costly program without money behind it, could not last long. In 1870 Dr. Barnard resigned and went home to Hartford, thankful to be out of it. After all the petty backbiting which he disliked so much, he longed to do nothing for a while. By doing nothing, he always means working on the Journal of Education. For thirty years more he labored on, writing and editing, obtaining valuable articles from foreign educators, and paying the enormous cost of publication himself. When at last he had paid out a total of \$50,000, the last of his resources, he had finished Volume 31 of an absolutely unique set of books. They were, in themselves, a library.

You may read these books if you will, but the thing that matters most is the fact that the high-calibered men of his day did read them; and largely because of them, and the fact that they influenced the thinking of the entire country, the common school is what it is today.

On Henry Barnard's last birthday in 1900 he received hundreds of messages and telegrams from people all over the country. Among these are a

TO THE WEST AND BACK AGAIN

great many letters from school children, written in ink in the careful, round vertical hand of the day, which must have been healing to Dr. Barnard's eye as well as to his spirit. One little boy tells him frankly that he has done a great deal "in the line of education," and consequently he wishes to thank him personally. Another child says, "Although old, you are not forgotten, and with this in mind I close my letter wishing you many more and happy birthdays." Another says with finality, "The results of your works are excellent."

These appealing childish judgments have been preserved, as well as the more mature ones from State officials. A telegram from San Francisco reads, "California's Hand upon this Red Letter Day of Educational history."

Nearly every message marks the recipient as a school man. The name of Henry Barnard and the welfare of common schools are almost invariably linked together. In fact, the history of education in the nineteenth century in America is parallel with the story of Henry Barnard's personal green light. Sometimes he found himself stopped dead in his tracks — he could not move — he must not move. The light was red, dangerous, threatening. But invariably he seemed to know when the light turned green for him, and he as invariably proceeded at once, usually at a breakneck pace, down the thoroughfare of the years.

He exhausted himself, he impoverished himself, and finally he suffered exquisite anxiety for the

HENRY BARNARD

economic safety of his family. We, as citizens, without conscious thought, are benefited by that sacrifice.

In the summer of 1900 Henry Barnard lay very ill. His mind was active and unimpaired, and he was cared for with utmost skill and tenderness by his devoted daughters. But on July 5, Dr. Henry Barnard quietly and peacefully "went west" again, and this time he did not return. He was buried from his study, the room in which he had been born almost ninety years before. He was deeply and sincerely mourned all over the world.

Students are asking this question: Was Henry Barnard a great Educational Administrator?

The answer?

The answer is also, in part, a question; —

"Who has seen the wind?

Neither you nor I;

But when the trees bow down their heads

The wind is passing by."

CHAPTER SEVEN

A DEBT OVERPAID

HENRY BARNARD'S interest in libraries must be treated by itself. It should not be included in a running account of his life, since it slows down the story of his major activities, and obscures the main issue. It did indeed slow down his day's work, but for him, it did not obscure the main issue. The fact that he was willing and eager to add the extra work of establishing libraries to his already exhausting program, only goes to show that he must have been convinced of its great importance in the education of children.

He remarked toward the end of his life that he left college "heavily indebted" to one agency of his Alma Mater. The debt he described as follows:

"The College Library was not accessible to students until they reached their junior year, but I have a recollection of going up to the door over the College Chapel, on a day in which the Library was open, across which was a table to prevent any intruders from getting into the library; but I was permitted to look into the silent alcoves.

"The whole library, even by the senior students and graduates, was very little used, not much even by the professors. But the libraries

HENRY BARNARD

connected with the literary societies were accessible, and to that, and the library of the Linonian Society, of which I was a member from the start, I feel under immense obligations.

“To the privileges of the debates of the society, and the free use of its books, while acting as assistant librarian, in my junior year, and principal librarian in my senior year, I feel myself more largely indebted than to any other one agency in that institution.”

It is the purpose of this chapter to show how this debt to books contracted by Henry Barnard before he became twenty years of age, was liquidated a thousand times over, in the seventy years which followed.

Eight years after this young man had graduated from Yale, the newspapers of Hartford gave notice of a public meeting, which resulted in the organization of the Hartford Young Men's Institute. Henry Barnard was chosen President.

After reading the following report, which appeared later, it will be quite easy for a student of Henry Barnard's life to guess who the moving spirit was behind this enterprise; the first thing Henry Barnard always did, was to “draw up a circular.”

“The new President immediately drew up a circular, setting forth the claims of the institution, and issued appeals for its support. These appeals were promptly responded to by a large

A DEBT OVERPAID

accession of members, and liberal subscription in books and money, so as to enable the Executive Committee to put the main departments of the Institute into successful operation.

"A reading room was opened, a library of 5000 volumes was established, a course of twenty lectures secured, two debating classes formed, and eighty-three life members and three hundred forty-four annual members subscribed to the constitution of the Institute."

This shows the power of a circular in the right hands.

The very week following adjournment of the Legislature at which Henry Barnard had made his classic speech, we find him, not idly receiving the praise and admiration which nevertheless came to him, but explaining to a large audience in Center Church on the Fourth of July, the plan of operation of this same Young Men's Institute.

His address was so enthusiastically received, and its points so remarkable, that he developed it into a more comprehensive lecture on the Moral and Educational Wants of Cities, and was invited to repeat it in six other places. Two of his five points, in addition to the conventional ones about good schools and care of the poor, were extraordinary foreshadowings of accepted features in cities today. Point four dealt with the establishment of school libraries "which should also contain maps and globes, each library to be sent around to each school of its class in turn."

HENRY BARNARD

This was merely a prophecy in 1838, of the modern traveling library.

His last point provided for the establishment of a lyceum in each city, which should embrace a library, classes for debate, lectures, collections in National History, a Museum, and an Art Gallery — all to provide “more abundant means of innocent and rational amusement.” These ideas are identical with those upon which our modern charitable organizations are based.

In 1839 Henry Barnard tried to get a State appropriation for school libraries, but the minute he found this attempt to be hopeless, he himself offered to give a certain number of books for a library in any district which should build a school-house of which he approved. It will be noticed that he killed two birds with one stone.

His offer was eagerly accepted in many towns, and he had the pleasure of founding the earliest common school library in Connecticut. Here is one characteristic response to his offer:

“Our house is completed. You ask what was your pledge. It was, I understood, fifty volumes, if you liked the house well enough to consider us worthy, which I think you will.”

Another town curate writes in these terms about a new school-house:

“I shall not be able to do anything like justice to the school. The plan and the construction are admirable.

“I was highly gratified to find a carefully

A DEBT OVERPAID

selected and instructive library attached to the school for the benefit of the scholars.

"The friends of education who have contributed so liberally toward the valuable library richly deserve the grateful thanks of an intelligent community. . . . An incalculable amount of profit and pleasure would follow if every district school in the State could be furnished with a similar library."

In establishing library centers, Henry Barnard was acting upon the principle of self-education. He himself had learned more from books than from teachers, and he had an unquenchable trust that others would do the same. He wished to "create a thirst," he said, so that higher training would follow. His was a large optimism indeed, but until he died he never lost faith in the power of a library.

He was tactfulness itself in his suggestions to the public that school libraries were necessary and of tremendous value. He publicly commends "Messrs. Harper of the City of New York" for taking the trouble to assemble a set of books chosen especially for common schools. "A whole library," he says, "including a bookcase with a lock and key is but twenty dollars."

At another time he was logic itself when he wrote, "There are whole neighborhoods in which, with the exception of the Bible, not a single book of any interest or value is to be found. Now of what avail is it to teach a child to read, unless you at the same time furnish him with books?"

HENRY BARNARD

Then later on, rather than rail at his native State through the pages of the Common School Journal for not waking up to the crying need for school libraries, he prefers to employ the more subtle and perhaps more effectual method of praising New York. He said of her, "Instead of going to sleep over good deeds done with a patriarchal self-complacence, she has gone on adding vigor and completeness to her already liberal system. In New York, \$55,000 is devoted annually to the purchase of libraries for her district schools."

We may assume that this is what Henry Barnard really thought about libraries:

"Who can estimate the healthful stimulus which would be communicated to the youthful mind of the State, the discoveries which genius would make of its own wondrous powers, the vicious habits reclaimed or guarded against, the light which would be thrown over the various pursuits of society, the blessings . . . which would be carried to the fireside and the workshops . . . by the establishment of well-selected libraries, adapted not only to the older children in schools, but to the adults of both sexes."

In 1842 he left two thousand more volumes in Connecticut libraries than were there in 1840. In Rhode Island, he secured at least five hundred volumes for each of twenty-nine school-libraries out of a total of thirty-two towns. We detect in this letter from Joseph Barbour, evidence of his habit of giving away actual money for libraries:

A DEBT OVERPAID

"I take pen in hand to inform you that we have got subscriptions for \$200 for a library, in order to secure your generous offer of \$100 for the same object."

We find also that the amount of his salary as Senior Librarian of Linonia, was returned before he left college, by a modest presentation in the form of books.

His own personal library of 10,000 volumes of educational literature was thought to be one of the most complete private libraries anywhere, and now stands in the Wadsworth Athenaeum in Hartford as a memorial to him, given by J. P. Morgan.

In part payment of his debt to books, it must not be forgotten that he created a fair-sized library of his own writings.

It would seem, therefore, from this and manifold other data, that Henry Barnard's youthful debt to his college library may be considered at last — fully liquidated.

CHAPTER EIGHT

THEY KNEW DR. BARNARD

THERE are two notable educators living today — a man and a woman, who knew Dr. Henry Barnard in his professional capacity; who admired him, worked with him, and who today, with a regretful and affectionate backward look, remember him well. These two persons are Dr. Will Seymour Monroe, and Miss Lucy Wheelock, founder of the famous Wheelock School.

Themselves eminent, and chiefly interested in Dr. Barnard's primary interests, their memories of him in his later years are of thrilling moment to the student who likes first-hand information through the medium of people capable of interpretation. Therefore it was by great good fortune that we were able to see them both in the space of a day, and ask them any questions we wished.

Dr. Monroe was to have been Dr. Barnard's biographer. With unparalleled opportunity for getting all necessary data from Henry Barnard himself, and the gift of expressing his own impressions in vivid language, Dr. Monroe was well started on the biography, when a tragic and final end came to the task. When Dr. Monroe cleared out his offices in the Montclair Normal School in 1925, they were stacked with Barnard material.

THEY KNEW DR. BARNARD

The cellar was also full. Six chapters out of the proposed twenty were completed. Dr. Monroe, ill and very busy, tied up his papers carefully in bundles, some of which he marked for his new destination, and some he labeled unquestionably, TO BE CARRIED TO THE DUMP.

When at last, a long time afterward, Dr. Monroe found time to sit down in his new home and open the package of precious chapters, notes and original letters, he found it to contain the discarded rubbish; the other packages, by some faithful soul, doubtless *were* carried, as plainly directed, to the dump.

Dr. Monroe will never write this biography now. His irreplaceable material is gone, and he has other interests. But his opinion of Dr. Barnard has not changed radically since he first heard of him.

When Dr. Monroe was Superintendent of Schools in Pasadena, California, in the early 1880's, he was privately engaged in that fascinating pastime of building up a personal library of the educational literature of Europe and America; therefore it was inevitable that he should stumble against Henry Barnard's works at every turn.

The immediate and tangible result of this was the publication of a brochure called "The Educational Labors of Henry Barnard." Later, when Professor Monroe went as a teacher to Westfield Normal School, the two educators could not fail to meet. Their congeniality was such that Dr. Monroe found it worth while to "bicycle over" from West-

HENRY BARNARD

field to Hartford, some thirty miles, every Sunday morning at four o'clock, to see Dr. Barnard.

It did not "seem far", as Dr. Monroe explained to us, but the Sunday trains ran "in the guise of milk trains," with no proper means of return. Therefore Dr. Monroe duly bicycled back to Westfield in the evening.

Dr. Barnard, in his active years, had formed the habit of doing his literary work before the sun rose. We find Professor Monroe, then, also getting up before the sun rose, pedalling his way to Hartford, and copying letters, taking notes, and talking prodigiously with Dr. Barnard about his life and theories of life. He gathered more Barnard material than exists anywhere else.

His six chapters as originated, carefully written out, and carried to the dump, were in general, these:

Beginnings of Education in America.

Training of Teachers.

Relation to the Pestalozzian Movement.

The Kindergarten.

Contributions to Educational Literature.

Summarized chapter on Administration.

These chapter headings give us a tantalizing glimpse of what posterity has missed by this unlucky interchange of two packages. Dr. Monroe's professional interpretation would have been unique.

Many times he has heard Barnard speak. "Was he what you would call an orator?" we asked him.

"If you mean highfalutin' eloquence — *no*. If you mean clear and incisive statements, having a

THEY KNEW DR. BARNARD

splendid effect on his audience — *yes*. You remember, of course," (Dr. Monroe's sharp eyes upon us) "that he was a lawyer? Well, he could be called a good *pleader*."

When the matter of impromptu speaking was mentioned, Dr. Monroe smiled. He knew about that from personal experience and personal admonition.

"Dr. Barnard always used 'mems' as he called them. They were cards with a few headings on them.

"'Keep to your subject,' he used to say to me. 'Unless you write down a few headings, you will wander all over the heavens and the earth. Don't write it all out, but have something definite before you'."

In line with this, Dr. Barnard was fond of telling this story about two ministers. The Methodist was giving his Congregational colleague some advice. "You write out all you are going to say; I depend upon the inspiration of the moment. You write a bit on Monday and Tuesday, and then the Devil comes into your study, sees your sermon, and then goes out to prepare the minds of the people to withstand your arguments. Now I never write out a thing. When I start to preach on Sunday, the Devil himself doesn't know what I am going to say."

Dr. Monroe was some fifty-two years younger than his venerable friend, and often chaperoned him about the streets of Hartford. Once when the Boswell-Johnson pair encountered two young acquaintances on their walk, one of the young men

HENRY BARNARD

shouted his conversation at Dr. Barnard at the top of his lungs, as a person may instinctively do at the sight of a long white beard.

Dr. Monroe remembers that his companion smiled for awhile, and then said gently, "Excuse me, is one of you gentlemen a little hard of hearing?"

Dr. Barnard often gave Dr. Monroe this surprising advice, as the two men worked wholly with educational material. "Don't get too much absorbed in education. Don't get absorbed in any one thing. Be interested in music, the classics, hiking — the larger interests of life."

This was unnecessary advice to give to the versatile Dr. Monroe, but in general it was sound.

"He never had a harsh word for anyone," said Dr. Monroe. "Even when he found that a legislator had plagiarized from his writings for a speech in Congress, Dr. Barnard said, 'Well, he has made beneficent use of my material.'

"He was a kindly man."

And Miss Lucy Wheelock! Here is another who rose at four in the morning to work with Dr. Barnard, to be his secretary, to read aloud and to translate his German manuscripts, to learn from him, and to be guided by him into her chosen profession, and now finally to bring him tribute.

"I owe him my courage," says the indomitable spirit which is Lucy Wheelock. "I owe him my courage to *start*."

There was a Kindergarten in the old Chauncy Hall School in Boston when she was there as a

THEY KNEW DR. BARNARD

student. One day she passed through the Kindergarten room as the children were singing, and there occurred one of those rare moments when a human soul finds its work. "It seemed to me as if the gates of Heaven were opened," Miss Wheelock has written. "I had found my Kingdom."

There in her Kingdom, Dr. Barnard found her. He visited in Boston, watched her teach, and knew that she could inspire others to teach. He detected instantly the power which was to make her the "foremost trainer in her vocation," and promptly invited her to come to Hartford to help him.

The good doctor made black coffee on an alcohol lamp at "the top of the morning," as he called 4:30 A.M., and she read aloud in English from German manuscripts, in order that he might select the best for his Child-Culture Papers.

She has also seen him go indulgently along the streets of Hartford with a group of eager children calling him Santa Claus, and asking him in good faith, what he was going to bring them.

That Miss Wheelock was a welcome guest to the whole Barnard family is apparent. An adored and only grand-daughter, Mary Barnard (now living in Detroit) who was at the time four years of age, once hid behind the sofa in a complicated game of hide-and-seek. Her mother looked obediently behind the sofa, whereupon the child said, "I don't want you to find me; I want Grandpa's 'ittle 'ady to find me."

Dr. Barnard addressed Miss Wheelock's first

HENRY BARNARD

graduating class in 1889, not mainly about technique or devotion to duty, but about filling the mind with stores of literary treasure to be produced in old age for solace and direction. Dr. Barnard, then seventy-eight, recited long passages from Wordsworth's *Intimations of Immortality*, and the *Old Tintern Abbey*, to illustrate how early memory might serve these young girls as long as they should live. He had memorized them fifty-four years earlier, on his trip to Europe in 1835.

Lucky indeed was that graduating class of *six*. "The next year there were twenty-one," said Miss Wheelock, "then thirty-two, and then forty-three." Miss Wheelock herself quotes part of these poems in order to illustrate what Henry Barnard did. Perhaps there is a likeness among all educators.

Each year Miss Wheelock personally gave every member of her graduating class a copy of Dr. Barnard's *Child-Culture Papers*.

Dr. Barnard never lost sight of this exponent of the Kindergarten; he always went to see her when he went to Boston. On one of these visits, he found that Kate Douglas Wiggin was visiting nearby. He went at once to Lucy Wheelock with the news. "You must go and call on her," he told her. "It's your place to make contacts whenever you can."

Lucy Wheelock did go, with a bit of natural hesitancy, to call. Mrs. Wiggin received her in a dressing-gown of yellow satin, reclining on a sofa, saying, "You are the only person I am seeing, and I am seeing you because you are a Kindergarten."

THEY KNEW DR. BARNARD

Dr. Barnard took Miss Wheelock to New York to see Madame Kraus-Boelte. Barnard was then in his prime, and Miss Wheelock was very young, but she recalls the occasion vividly: "He sent word to Madame Kraus that he had a young friend from Boston who wanted to see her Kindergarten. Word came back, 'I'll let her see it, if she won't put anything in the papers. I don't want anybody who writes for the papers'."

Miss Wheelock sent back assurance that she would have nothing to say in the papers, and she was then allowed to watch the famous Kindergarten at work. Later in the day, Madame Kraus invited her to come and work in her Kindergarten, "for," she said, "Froebel would have approved of you."

Miss Wheelock had her own school at that time, and did not accept, but Dr. Barnard was much elated at the success of this visit, founded upon his famous theory that one should go to the most distinguished authority for help in any field.

Lucy Wheelock was associated with Dr. Barnard professionally, but even so, his human qualities, with her, far outweigh all others. This courageous and delicate pioneer gentlewoman has expressed this herself in these words:

"He was called Leader among great educators, he was a great orator, but I called him *friend*."

Thus our two professional laborers with Henry Barnard end on exactly the same note of personal friendship, in perfect unison.

CHAPTER NINE

DR. BARNARD AT HOME

HENRY BARNARD'S daughter Emily lives in Salisbury, Connecticut, where the clouds float over the wooded hills, and the mountain laurel covers the earth. The first thing you see of Miss Emily Barnard as you go up the lane to "Quiet Corner," is the top of her bed of blue delphiniums. If you go later in the summer, you will first see the tips of pink and scarlet phlox waving against the blue sky, and perhaps if you should go earlier in the spring when the flowers are not so tall, you might see Miss Barnard herself, weeding her garden without gloves, in the approved manner of a true gardener.

Here on the top of a little hill, Miss Barnard (Aunt Emily to most of the village) has erected a bungalow in which she lives each year from May until November, with Mary — who "keeps" the house meticulously, and looks after Miss Barnard generally. And where did Mary come from?

"Direct from Heaven!" Miss Barnard tells you at once. "Direct from Heaven, via the Housewives' Agency in Hartford."

It is a delight to see Dr. Barnard's only remaining child living in quiet happiness and security, surrounded by her lovely garden, her innumerable

DR. BARNARD AT HOME

friends, and the most treasured of the Barnard family belongings.

The Barnard things had been packed away for twenty-five years. "Oh, I knew there was plenty of furniture," said Miss Emily. "Enormous amounts of it. I did not give a thought to *furniture* when I built this house. That was the least of my troubles."

But when the furniture was measured, the distressing fact came to light that much of it would not go through the door. Not a whit dashed, Miss Emily took the Barnard mahogany *in toto* to a master craftsman in Canaan, Connecticut — a retired Hollander who had done fine cabinet work all his life for a famous New York firm — and gave him free rein to cut down and remodel.

One can imagine how this artisan must have enjoyed himself, for the wood was beautiful, and the instructions allowed his artistic nature full play. From the various large pieces, he made single and double bookcases and tables — square tables, round tables, little end-tables, big tables. There is one bookcase which he made just to fit the set of encyclopedias; there is one long table edged with wooden scallops from a huge bedstead, which stands in the livingroom, holding at least thirty-five seed catalogues, all neatly overlapping one another to show the titles.

A double bookcase, in the event that the word is unfamiliar, is a deep bookcase holding a tall set of books in the back, and a shorter set in front.

"Ours were all like that in Hartford," Miss

HENRY BARNARD

Barnard explains. "In the library of my father's study the bookcases went right up to the ceiling on all sides of the room. There was no place actually for any more books. But Pa-pa (acute accent) was always buying books, with no place to put them. So finally, every time he bought books, he made a trip to a department store and bought packing boxes. They were just ordinary wooden packing boxes. Shoe-boxes especially were just right; I remember one of these was labeled plainly in large black letters on one end, ASSORTED BOYS! He set these up just anywhere on the floor."

The double bookcases are straight and orderly now, and beside them stands Dr. Barnard's short-rockered Hitchcock chair, which went with him through Yale.

On the mantel there is a photograph of a beautiful oil portrait, painted from life by Charles Noel Flagg, cousin of James Montgomery Flagg. Mr. Flagg had finished the head, and sketched in the rest of the seated figure, when death overtook him.

This is by far the most interesting study of Henry Barnard, for the artist chose to paint him as he chose to work, in a soft, comfortable, brown and white dressing-gown.

"The Flaggs were our friends and neighbors in Hartford," Miss Barnard explained.

When the Flagg homestead was being broken up, Miss Emily was building her house in Salisbury, and she wanted a flagged walk. When Miss Ellen Flagg heard of it, she gave her those from her old

DR. BARNARD AT HOME

home. So the stones of the Flagg family were pried up and transported with great difficulty to Salisbury. The truck could scarcely get up the hill.

"It cost me as much to have them brought here, as it would to have bought them, I suppose. But there they are," says Miss Barnard with a gesture — "worth a hundred times more to me than new ones — the old Flagg *flags*."

Miss Emily can tell you numberless personal anecdotes about her famous father. Although Dr. Barnard finished his public work before she was old enough to know much about it, she remembers the man, as he was at fifty odd and thereafter, and more vividly than his interest in great works, she recalls his passionate love for his family, his home, his old friends, and his garden. Every second or third story is sure to be one about gardening, for Miss Emily is just as bound up in her garden as her father was in his.

"Stick it on a rock," she will say of a rare plant. "It can't help but grow."

A hot morning spent beside her as she works in her garden will convince anyone that she inherits her father's robust constitution. She does not mind telling how old she is.

"Is it absolutely necessary, Emily," her sister Josephine would say mildly, "to tell everybody everything?"

But Miss Emily is seventy-nine. "Perilously near eighty," says she.

"I don't believe it," said an old friend of hers.

HENRY BARNARD

"Tell her it's impossible. I don't believe it."

It is hard to believe, for she does not look a day over sixty, and she does not act a day over forty. And all the time she is working and transplanting, she is searching her mind for incidents about her father, in order to keep up with your insatiable demand. Finally she takes an interval of rest in which to arrange her flowers. After she has put the pale yellow foxgloves into a bowl with the pale blue delphinium, she says suddenly, "Would you like to see my thimble vase?"

Miss Emily has taken her sister's diminutive silver thimble, and with a drop of glue, has affixed it to the center of a small mirror. Into this fairy cup she puts a thimbleful of water, and arranges in it a dainty bouquet — a tiny pink flower, a forget-me-not, and doll's bunch of baby's breath.

"It took a prize in the Flower Show," she says.

We can see how it would.

While she is arranging this bouquet, she tells you the potato story.

"I have often heard Papa tell about cutting potatoes in half for the celebration of peace after the War of 1812."

"Potatoes?"

"Yes, potatoes. He was four years old, and this was one of the earliest things he remembered. The whole family was set to cutting potatoes in half for candlesticks. The cut side of the potato rested flat on the windowsill, while the top was scooped out to hold a candle. One was put in each window;

DR. BARNARD AT HOME

so the Barnard house was thoroughly illuminated, as it had a great many windows."

Then he remembered very well when Lafayette came to Hartford. In those days so few people knew how to pronounce French, that the hundreds of school-children lining the streets all shouted, "Welcome, Lay-fayette! Welcome, Lay-fayette!"

"Did he really hear the children say this?" we asked Miss Barnard.

"Oh, he was one of them!" replied Miss Emily with humor. "Screaming his head off with the rest, shouting 'Lay-fayette'!"

To one who has lived with Dr. Barnard, memories of his stories about his youth are mingled with actual ones of his later life. He was always incurably interested in travel. His sister-in-law, Mrs. Cole, was a kindred spirit on this subject. "Once the two got together," said Miss Barnard, "they would sit down at a table covered with maps, time tables and steamship guides, and plan out the most fascinating trips. You would think from their conversation that they were going to start tomorrow, when they had not the slightest intention of going anywhere."

"Why do you plan such a trip," argued a friend, "when you know all the time you are not going?"

"Oh, but it's so delightful," replied Dr. Barnard placidly, "and it doesn't cost anything."

But when one is talking about Dr. Barnard's last years, it is impossible to stray very far from his pet hobby.

"Oh, but his garden!" (We are back in the garden

HENRY BARNARD

again.) "He was so proud of his garden! Dr. Clark, a neighbor, used to enter into a little friendly rivalry. One day, Dr. Clark came over with some early peas. Papa was much distressed; his peas were not ripe.

"But suddenly he bethought himself, and pointed to his kohlrabi. Good! Dr. Clark had never even heard of kohlrabi! That was top-notch, and Papa was happy again."

One of the most enlightening stories about the unselfishness of Henry Barnard as a young man is the one about Auntie Todd. Dr. Eli Todd was the wise physician who gave Henry Barnard his first ideas of Pestalozzi. He took the young Yale man around with him as he drove about the country visiting patients. His wife, Auntie Todd, was fond of the Barnard family, but aunt to nobody. In 1829, when Barnard was eighteen, he said to Auntie Todd, "If the time ever comes when I have a home of my own, and you haven't, my home shall be yours."

In 1851 Henry Barnard returned with his wife and baby son to his father's house in Hartford as head of a family, and to that home he brought Auntie Todd. There she lived for ten or fifteen years, and incidentally became devoted to the young wife and all of her children. "How many young men of eighteen who made such a promise," Miss Barnard asks, "would remember it at forty?"

We agree that there are very few.

As his children grew older, he never liked to have

DR. BARNARD AT HOME

them idle all summer long. "He wished us to be busy part of the time during the summer, doing something interesting and useful," said his daughter. "One summer he hired a writing-teacher, who taught us penmanship. I can see him yet, that writing teacher, with long (gesture) side whiskers. The next year we had a drawing teacher. I suppose she must have been about eighteen, but to us she might have been fifty. At any rate, she was charming, and we adored her, and after she had started us on some interesting drawing of — say wheel-barrows — she would sit and read Dickens aloud to us while we drew. This was not work; it was fun."

Then there was Mr. Durant, founder of Wellesley. "He and my father were great friends," said Miss Barnard, "and he said that surely one of the Barnard daughters ought to go to Wellesley. Papa was greatly taken with the idea, and so was I. We were both ready to start that day. But unfortunately, a Hartford girl had come home from Wellesley on her vacation, and had told how she had been put to work cleaning lamps. In those days Domestic Science and Home Economics had not yet come into popular vogue. Housework was housework. Mamma said, 'Emily go to college to learn to clean lamps? If she wants to clean lamps, I can see that she has an opportunity right at home. It will not be necessary for her to go to college to clean lamps'."

"Papa and I," finished Miss Barnard, "were very much depressed. But I never went to Wellesley."

HENRY BARNARD

In 1895 the giant elm tree in front of the Barnard house blew down. It was very old, and rotten at the core, but so overgrown with green vines that it still looked like a tree. Miss Barnard remembers that day very well.

"One morning at five o'clock a terrific shudder passed over the house. I had been told," explains Miss Emily, "that just before an earthquake, one always feels nausea. I had no nausea; so it could not be an earthquake."

But Dr. Barnard was flying down the halls, calling, "It's the tree! The elm tree!"

It was indeed. It hit the house at the third story and so scraped its way downward that every blind was torn off, and nearly every windowpane in the front of the house was broken. Miss Barnard remarked on the quickness of a crowd to gather at any scene of disaster. Before the family could get out, a large crowd had collected even at five o'clock in the morning. Dr. Barnard nearly took to his bed. Always an elm tree had stood before a Barnard house. He must plant one at once.

But first the old tree had to be sawed up and removed, and the decayed stump burned. It was so large that it burned on for more than three days, and during that time, no elm could be planted.

Impatiently he waited until the earth was cool enough to admit a young tree's roots. Then only was the good doctor satisfied; an elm stood, as ever, in front of his home.

In accordance with the same tradition, one of

DR. BARNARD AT HOME

Miss Barnard's first acts after getting settled in her Salisbury home, was to plant an elm tree beside her door.

The Barnard house, still standing on Main St. in Hartford, runs back into the lot for a long distance, and in those days, the vegetable garden was in the rear. Dr. Barnard always watched the weather for rain, and the minute a gentle fall began, he would quietly repair to the kitchen and out into the garden, where he could weed in the now wet earth. "Weeds pull up so much easier in a rain," he would say.

At this time of his extreme old age, the family had a Finnish cook. "It was as much as she could do," remarked Miss Barnard, "to murmur a single English word."

But she knew more than she was able to express. One day, she observed that the good man had slipped quietly through her kitchen, avoiding the piazza through which he might have been seen by the family, and was now weeding in the pouring rain. She reflected in Finnish that the family would not want him out-doors, and her feelings gave her sudden mastery of the new language. Rushing into the drawingroom, she exclaimed excitedly, "Mister Barn! He out! He out!"

The family understood at once, and called the genial gardener in. But he fumed for a long while, "I might be a wild animal escaped from a cage! And the weeds were pulling so well!"

But he held no grudge, and was soon back at

HENRY BARNARD

work on that other hobby of his, the Journal.

"His writing was terrible," Miss Emily says drily. "I do not understand how anyone ever read what he wrote. It was practically undecipherable; sometimes he couldn't read it himself. Then during the last part of his life, he did his writing with a kitten playing with the moving end of his pen, which I should not imagine helped matters much."

Kittens were with him everywhere, evidently — all over the garden, on his desk, among his papers, and during his nap, curled up on his shoulder.

He had a theory that if you were tired, you should lie down at once. "Do not wait," he would say, "until the proper time to lie down. If you are tired, that's the time to lie down."

He practised this theory himself each day, with a kitten asleep on his shoulder.

When at last Miss Emily Barnard was pressed for some special emphasis that she would like put upon her father's work, she said impulsively and at once, "Oh, just tell them what a perfectly lovely, kindly man he was!"

This is a daughter's tribute, proving as it does once more the lovable nature of the man who was born to stand before kings. Without this emphasis, no study of Henry Barnard is complete.

Our visit has given us two permanent memories: memories which represent the two spiritual extremes of this man's nature, the great "double" bookcases and his learned and mighty works at one extreme, and at the other, flowers in a thimble.

CHAPTER TEN

HENRY BARNARD, HIS MARK

THE SINGLE achievement of Henry Barnard's career which is unique with him and cannot be attributed to anyone else, is his editing of that tremendous school magazine, *The Journal of Education*. There are now thirty-two bound books of fine print, each volume about three inches thick, and containing, it is said, a total of twelve million words.

This single monumental work sets him apart from all other educators of any age. It is *the* thing he did. A student of educational history will say, "Henry Barnard? Oh yes, the *Journal*."

But lest we trap ourselves into thinking that Dr. Barnard lived merely to bring this *Journal* into being, we must stop here and ask ourselves *why* he was so passionately interested in such a tremendous task which brought him no material gain.

This question will bring us straight to the answer. Through fire and flood, through criticism and coldness, the center of Henry Barnard's real interest was *the teacher*. For him, all roads led to Rome. Every educational bypath was just another avenue to the teacher. He will be found everywhere in his works, saying over and over, "The School is the Teacher," "Education is the Teacher," "The Curriculum is the Teacher."

HENRY BARNARD

Moreover his viewpoint was slightly different from that of many other reformers of his day. He firmly believed in teachers. He believed them to be naturally well-disposed and fond of their work, and that if better and more pleasant ways of doing it were pointed out, they would be glad to use them.

So with this idea in mind, if we follow Henry Barnard through all his incredible activities, we never find him deviating a hair's-breadth from this one course; he will be found conspiring at every turn to find means to improve teachers.

The Journal was only such a means. Through its pages, he planned to set before the profession a vast literature about itself, embracing every possible detail about Education. He planned it to be a portable Normal training for teachers isolated from educational centers. His plan succeeded.

It would be difficult even today, to produce a single progressive educational idea which cannot be found adequately set forth somewhere in this enormous collection. There is no nook and no cranny in the educational structure into which he did not peer with his scholar's eye, with the sole purpose of setting the existing facts in order, so that logically there could be but one course in anyone's mind — the course of elevating the teaching profession.

Henry Barnard had the soul of a reformer. He was a propagandist. But for sub-titles under this one main heading, we find these three characteristics standing out among minor ones: he was an

HENRY BARNARD, HIS MARK

inveterate compiler, he was versatile, and he was non-controversial.

First, Henry Barnard was a compiler — a born book-maker. He had an appetite that was irresistible all his life long, for setting down the written word. If he had chosen to practise Law, he would undoubtedly have written books on the Law. If, in the course of his travels, he discovered five schools with adequate water-pails and dippers, and ten other schools without adequate water-pails and dippers, he had an overpowering impulse to set these facts down on paper in the form of a table — five against ten.

Moreover he set them down *where he could find them*, which in an overworked man who never stays long in one place, is a more unusual urge. So after one has enough water-pail information, and can add to it some exhaustive data on other more fundamental phases of school work, one may be said to have statistics.

Dr. Barnard had a statistical mind. But wait! That is not the only kind of a mind he had. We find him possessing a type which almost never joins forces with statistics, the type which imperiously sweeps aside all detail for the sake of a great principle. It was as if he lived far above the world and could see enormous amounts of territory at a glance, and then kept coming down from his vantage point in the educational heavens to jot down what he saw. There are those statisticians who cannot see the woods for the trees. Henry Barnard saw both

HENRY BARNARD

the woods and the trees, and he minimized neither.

It will be seen, then, that along with his book-making, he was versatile in a unique way. Coupled with his petty data, he had the large view. He was personally and vitally interested in education of women, education of idiots, education of the blind, education of "infants," education of continents, education of legislatures — jails, orphanages, delinquents, Indians, the poor, the deaf and dumb, agriculture, music, geological surveys, adults, libraries, peace, and reform schools. His hobbies sound like a random page from the dictionary. These were not side-issues; they were major interests.

It is a rare feat of spiritual sleight-of-hand to take the part of a firebrand in demolishing a tottering school-building, and that of an orator on the subject of building new; to be an Apostle of teacher-training and supervision, and at the same time to be found sitting quiet and lonely at a scholar's desk, writing pages of careful detail on education in general. These bewildering abilities simply do not go together except once in a blue moon. One man usually writes the headings of history; other men fill them in.

But Henry Barnard wrote both the headings and the detail. He was an artist who was able to splash on the broad sweeps of color, and also attend to the fine brushwork.

Throughout his long life he was non-controversial; he was not really a fighter. He could fight, but he liked better to plead. Although his most active

HENRY BARNARD, HIS MARK

work was being done during a period of intense unrest and actual war, and the no less distressing period connected with the patching up of national difficulties, he struggled always to keep his Cause high above personal and political disputes.

Whenever he conscientiously could, he kept out of all kinds of fights — not because he was afraid of fights, but because he wished so passionately to show that Education, of all Causes in the world, could be dealt with in the clearer air above personal, racial, religious and political differences, by the very people who differed from each other on every other question. If he had been another type of man, the situations in which he was constantly finding himself would have been enough to embroil him in the most bitter of controversies, and might easily have endangered his cause.

Finally, Henry Barnard possessed three unusual tools with which to work. He had a bit of money, a definitely aristocratic personality, and a natural gift of oratory.

Great reformers, as a rule, have no money; they are usually found starting out in life in the most miserable of circumstances, with a high purpose and only a shilling. But the high purpose is often the outcome of the miserable circumstances. In fact, it is very unusual for a man in a luxurious situation to start out at all, even with plenty of shillings, on a career of arduous personal sacrifice for the public good. It should be recognized as greatly to Henry Barnard's credit that he lived entirely for

HENRY BARNARD

others in spite of his comfortable circumstances. The fact that he gave his money all away to his chosen cause, is known wherever his name is known.

Then again, the fact that his name *was* known in the circles of the great, the powerful, and the wealthy, is due to that second tool, of which he made good use — his patrician bearing. Cultured men of influence might not have granted even a respectful audience to a blunt and uncouth educator, however brilliant. But when they saw Henry Barnard coming, they listened. It was this subconscious knowledge that he was acceptable in any class of society which unerringly caused him to migrate toward the most distinguished man in any community. He had the happy faculty of going straight to headquarters, and of being satisfied with no middleman.

This confidence in himself, which was reflected in the poise and charm of his bearing, explains his success as a very young man in seeing and talking as an equal with Lord Brougham, Wordsworth, and Carlyle. Ordinary young men of twenty-three would not want to see Carlyle; they would be afraid to go in when they got there. Henry Barnard was afraid of no man — the great least of all. He wanted to know things which only the great could tell him, and we have little doubt that upon that visit, it was Henry Barnard who quizzed Carlyle, and not Carlyle who quizzed him. He could talk, and he could talk on his feet.

This brings us to the third tool, his gift of oratory.

HENRY BARNARD, HIS MARK

A most interesting document of a dozen words exists today in the front of an old brown leather volume. This document is a printed book-plate which reads, HENRY BARNARD, Book No. 2, Bought of Mr. Cook, May 1823, Monson.

And what is the name of this book? Always remembering that this was the treasured choice of a twelve-year-old boy, we discover with genuine curiosity that it is called, "THE CHRISTIAN ORATOR, or a Collection of Speeches delivered on Public Occasions before Religious Benevolent Societies, to which is prefixed an abridgement of Walker's Elements of Elocution. Designed for the use of Colleges, Academies, and Schools!"

Now what would a boy of that age want with The Christian Orator? Something very definite; incidents like this do not happen without good reason. (His attention, presumably, was centered upon the Prefix, containing the Elements of Elocution.)

In fact, this impossible flyleaf is undoubtedly a "find" since it dates his interest in public speaking as occurring when he was twelve years old. (We have a curiosity to know what Book No. 1 was!)

Henry Barnard found out, then, that he could "speak" at twelve years of age, and almost simultaneously he found at Monson, something worth talking about. The combination was fateful.

It is a pity for us that he invariably spoke without notes, for his writings reflect none of that magnetism which his speeches must have had. He

HENRY BARNARD

never depended for his effect, even in speaking, upon emotional appeal. His most efficient weapon was a convincing logic. He had no tricks of oratory other than great enthusiasm and sincerity, and a naturally friendly and confiding attitude toward his audience. When Horace Mann heard him speak, he flew over to him and said, "If you will deliver that address in ten different places, I will give you a thousand dollars!" The fact that Horace Mann had no thousand dollars to give, and that Henry Barnard would not have taken it if he had, is neither here nor there. The incident shows that his oratory was effective, and was always used to "take deep hold on men's hearts" in the cause of Education.

There is a Henry Barnard Club in Rhode Island, which chose, in 1936, to celebrate his January birthday by a pilgrimage to his last resting-place in Hartford. The editor of the Connecticut Teacher well describes this occasion:

"Here the group assembled about a space from which the deep and whitened snow had been removed. No towering monument or majestic shrine indicated this hallowed spot; only a flattened slab stretched lengthwise on the grave and modestly bearing the simple inscription, Henry Barnard, was in evidence.

"There, amidst those cold reminders of the end of man's mortality, seventy-five sobered, thoughtful educators solemnly lowered their heads, and placed their hands as though in benediction and consecration upon that silent stone.

HENRY BARNARD, HIS MARK

“James F. Rockett, reverently placing a wreath upon the marble slab, said, ‘We find ourselves gathered here today, not as a group of mourners, but as a group of educators, to pay our homage and respect to the fine deeds, high accomplishments and noble spirit of Henry Barnard.

“ ‘This is our answer to death itself. We came not so much to pay respect to his mortal remains, as to pay tribute to his work and worth, and to glory in that spirit which continues with us as a common heritage, to urge us on to the accomplishment of high ideals and noble purposes’.”

Anyone who has cared enough to read these pages about a man who worked so long ago, must be at heart an educator. We, therefore, also educators of his country, will do well to place figurative hands on that carved name, and to draw from it what we may — hope if we need it — courage, conviction that our work is worth while, faith in ourselves — remembering that to Dr. Henry Barnard, the teacher was the most important and trustworthy person in the world. We shall be well rewarded if we will simply renew in our own minds the impression which Henry Barnard made on the work of teachers so many years ago — an impression which we have chosen, for significant reasons, to call *His Mark*.

QUOTATIONS FROM HENRY BARNARD

Ever since I was conscious of any purpose, the aim of my life has been to gather and disseminate knowledge, useful knowledge — knowledge not always available by the many but useful to all, to gather it from sources not always available even to students, and scatter it broadcast.

* * *

As for office, I have yet to learn the satisfaction of holding any office in Connecticut on the score of emolument or real distinction. The only real satisfaction of being in office, is the opportunity it gives of carrying out more effectually, than can otherwise be done, views of public policy and social improvement.

* * *

Teachers and books educate in so far as they lead the pupil or reader to think for himself and to institute new processes.

* * *

Give me good teachers, and in five years I will work, not a change, but a revolution, in the education of the children of this State. I will not only improve the results but the machinery, — the entire details of the system by which these results are produced. Every good teacher will himself become a pioneer, and a missionary in the cause of educational improvement.

HENRY BARNARD

I have seen every provision drafted by me, which was stricken out of the statute books of Connecticut in 1842, restored, and many more remembered by me not only placed in the school laws, but also become a part of the school habits of the people. And more than this, I have lived long enough to see nearly all the condemned features of city and town organization advocated in Hartford from 1838 to 1842 and denounced as the "impracticable schemes of an enthusiast" ingrafted into the constitutions of 15 States and the school systems of 35 States, and upward of 100 cities of over 40,000 inhabitants and many more with a smaller population.

* * *

It is idle to expect good schools until we have good teachers. . . . With better teachers will come better compensation and more permanent employment. But the people will be satisfied with such teachers as they have, until their attention is directed to the subject, and until we can demonstrate the necessity of employing better, and show how they can be made better, by appropriate training in classes and seminaries established for that specific purpose.

* * *

Here in America at least, no man can live for himself alone. Individual happiness here is bound up with the greatest good of the greatest number. Every man must at once make himself as good and as influential as he can, and help at the same time

HENRY BARNARD

to make everybody about him better and happier. The common school should no longer be regarded as common because it is cheap, inferior, and attended only by the poor, and those who are indifferent to the education of their children, but common as the light and air because its blessings are open to all and enjoyed by all. That day will come. For me, I mean to enjoy the satisfaction of the labor; let who will enter into the harvest.

* * *

I have not been ambitious to originate new systems, but I have felt a sincere desire and a strong determination to find out all that could be known in existing systems, institutions and methods, in our own and other states, to discard whatever was useless or mischievous in the peculiar circumstances of our state and country and to make all that was excellent, so far as I could by pen and voice, the common property of every parent, teacher, school officer, and friend of popular education, whom by any agency or form of activity, I could reach.

* * *

As a native born citizen of Connecticut — as one whose roots are in her soil — I am ambitious of being remembered among those of her sons whose names the State will not willingly let die, because of some service, however small, done to the cause of humanity in my day and generation; but I am more desirous to deserve, at the end of my life, the nameless epitaph of one in whom mankind lost a friend, and no man got rid of an enemy.

HENRY BARNARD

For fifty-six years I have allowed no other motive to draw me away from that career (school agitation, organization and improvement). The value of this consecration may be more or less in the estimation of others; but in my own retrospection it is all that I could possibly do or have done for any cause or any work.

* * *

So far back as I have any recollection, the cause of true education — of the complete education of every human being without regard to the accidents of birth or fortune — seemed most worthy of the consecration of all my powers, and if need be, of any sacrifice of time, money and labor which I might be called upon to make in its behalf.

* * *

I have no prejudices of my own to impose on the country. It has been my aim to bring to bear the light of past and present experience. My belief is that anything worth preserving has its roots in the past, and to make us grow, we need all the light which can be brought to bear from every country.

* * *

The first step will be to *get at the fact*, and if it is as I suppose, that our teachers are not qualified, and that there is now no adequate provision made in our academies and higher seminaries for the right qualification of teachers of district schools, then let the fact be made known to the Legislature and the people, by reports, by the press, and by

HENRY BARNARD

popular addresses, — the only ways in which the Board can act, on either the Legislature or the schools — and in time, sooner or later, we shall have the seminaries, and the teachers, unless the laws which have heretofore governed the progress of society, and of education in particular, shall cease to operate.

* * *

I hope that this institution (Normal School in New Britain) will make a school an uncomfortable place for a person whose heart is not in the work.

* * *

To books, libraries, and debate I owe more than to school, college, or professors.

* * *

In recalling my life work, there is no feature of it more pleasant to myself than the agency which I have had in establishing popular and public libraries. In the State of Connecticut it was my privilege to place on the statute books the first provision for the establishment of school libraries, and I had a hand, so to speak, in the establishment of nearly every library which was opened under that act from 1838 to 1849.

* * *

The cause of education shall not fail, unless all the laws which have heretofore governed the progress of society shall cease to operate, and Christianity shall prove to be a fable, and liberty a dream.

HENRY BARNARD

POSITIONS AT A GLANCE

Teacher in Wellsboro, Pa.	1830-1831
Member Connecticut Legislature	1837-1840
Secretary Board of Commissioners for Common Schools	1838-1842
Supt. Schools of Rhode Island	1843-1849
Supt. Schools in Connecticut	1850-1855
Principal New Britain Normal School	1850-1854
Editor Journal of Education	1855-1860
Chancellor University of Wisconsin	1858-1860
Agent of the Normal School Regents, Wisconsin	1858-1860
President St. John's College, Maryland	1866-1867
U. S. Commissioner of Education	1867-1870

HONORS AT A GLANCE

Phi Beta Kappa, Yale	1830
Degree of L.L.D. from Union and Yale	1851
Degree of L.L.D. from Harvard College	1852
Portrait in Normal School at New Britain	1858
Bronze Medal and Diploma, Vienna Exposition	1873
Gold Medal and Diploma, Philadelphia Centennial	1876
Gold Medal and Diploma, Paris Exposition	1878
Diploma, Melbourne Exposition	1880
Diploma, New Orleans Exposition	1884
Degree of L.H.D. from Columbia	1887
Bronze Medal and Diploma, Columbian Exposition, Chicago	1893

HENRY BARNARD

- Assemblage of Honor at Hartford, Conn.
where 10,000 teachers devoted entire
session to him 1897
- N. E. A. devoted evening session in Detroit
to a memorial to him 1901
- Wisconsin University named dormitory after him
- Bust in Henry Barnard Club of the R. I. College
of Education

PUBLICATIONS AT A GLANCE

- School Architecture, 1839 — 2nd Edition, A. S.
Barnes & Co., 1848 — Case, Tiffany and Burn-
ham, 1842
- Normal Schools, Case, Tiffany & Co., 1851
- Pestalozzi and Pestalozzianism, Reprinted from
Journal of Education, F. C. Brownell, 1859
- Kindergarten and Child Culture Papers, Reprinted
from Journal of Education, 1884
- National Education in Europe, New York, C. B.
Norton, 1854
- American Journal of Education, 32 vol., 1855-1882
- American Library of Education, 52 vol., 1855-1881
- The Connecticut Common School Journal, 4 vol-
umes 1838-1842
- Journal of the Rhode Island Institute of Instruc-
tion, 3 volumes, 1846-1849
- Wisconsin Journal of Education, 7 vol., 1859-1872
- Common Schools and Education in Connecticut,
4 reports
- Common Schools and Education in Rhode Island,
3 reports

TRIBUTES TO HENRY BARNARD

The career of Henry Barnard as a promoter of the cause of Education has no precedent and is without a parallel.

HON. JOHN D. PHILBRICK

* * *

He was a devoted and indefatigable worker — as every teacher *must* be. He was a good citizen of his own community — as a teacher is so apt not to be.

DR. ANNA LOU BLAIR

* * *

Henry Barnard was for more than thirty years a leader in educational administration in the United States. His career was not as spectacular but it was longer and more productive of educational results than even that of the great Horace Mann.

DR. FRANK P. GRAVES

* * *

I learn that there is no small risk of his work coming to an end and his plates (of the Journal) being sold for their worth as mere metal. For my part, I would as soon hear that there was talk of pulling down one of our cathedrals and selling the stones for building materials.

R. H. QUICK, M.A.

University of Cambridge, England

HENRY BARNARD

Henry Barnard was a godfather to the Kindergarten. He stood with the moderns; he was progressive all his life.

DR. WILL SEYMOUR MONROE

* * *

It is my opinion that Henry Barnard brought to the service of education a broad vision, a high measure of scholarship and an intense zeal, together with an unbounded faith in the power of education to mould and develop individual and national character.

DR. PAYSON SMITH

* * *

He has long been recognized as the most progressive educational editor that the world has seen.

CHARLES D. HINE

* * *

Henry Barnard has worked with every man whose name will be associated with education in the 19th Century. No other man has had this privilege.

DR. ALBERT E. WINSHIP

* * *

Dr. Barnard makes in our educational history an heroic figure through his devotion to this one great purpose, namely the preparation of a series of volumes containing all that is solid and valuable in the history of education.

WILLIAM TORREY HARRIS,
U. S. Commissioner of Education

HENRY BARNARD

Barnard's method was that of Abraham Lincoln and of other great social leaders. He did the work first, the necessary work, and from the results he determined the absolute objectives. He organized his philosophy of education from actual experience and from prolonged study.

DR. ERNEST W. BUTTERFIELD,
Commissioner of Education, Connecticut

* * *

Indeed it will hardly be possible for a national office of education to find anything appropriate to publish, which is not included in the plans of Dr. Barnard as touching education and its relations.

GENERAL JOHN EATON, *Successor to*
Dr. Barnard as U. S. Commissioner

* * *

Among students of education, Dr. Barnard is almost as well known in England as in the United States, and there is no one living to whom teachers in both countries owe a deeper debt of gratitude and respect.

H. COURTHOPE BROWN, *London, England*

* * *

To Henry Barnard we owe a special debt as our first great educational scholar. Every single writer will agree that the *Journal* is Barnard's chief claim to fame, the ramifications of the import of this Journal are countless, and the influence on American education is incommensurable.

DR. E. P. CUBBERLY

HENRY BARNARD

Henry Barnard deserves a place in the Hall of Fame, and the Hall of Fame would be honored by his presence.

DR. C. F. THWING

* * *

Dr. Barnard remains a majestic figure in the History of American Education, worthy of the veneration and gratitude of all.

DR. JOHN H. FINLEY

* * *

Dr. Barnard's claim to permanent distinction is threefold: as Educational Administrator, Author, and Editor. In the field of educational literature he was a pioneer, and no one since his day has published anything like in value his monumental Journal of Education.

DR. WILL SEYMOUR MONROE

* * *

Dr. Barnard was a real hero of civilization.

DR. W. C. BAGLEY

* * *

His exertions against the firmly entrenched public apathy were nothing short of heroic, and the regeneration which took place in the State's attitude toward education was certainly a splendid personal tribute to him.

DR. JOHN S. BRUBACHER

* * *

Henry Barnard was without question the foremost American educator of the 19th century.

CHARLES CARROLL

BIBLIOGRAPHY

- BLAIR, ANNA LOU, Henry Barnard, School Administrator, Unpublished Doctor's Dissertation, New Haven, Yale University, 1931
- BRUBACHER, JOHN S., Henry Barnard on Education, New York and London, McGraw-Hill Book Company, Inc., 1931
- HUGHES, JAMES L., Henry Barnard, the Nestor of American Education, New England Magazine, Boston, New England Publishing Co., July, 1896
- JENKINS, RALPH C., Henry Barnard, Progressive Educator of Teachers, Unpublished Doctor's Dissertation, New York University, New York, 1937
- MAYO, A. D., Henry Barnard, in United States Bureau of Education Report, 1896-7, Vol. 1. Washington, Government Printing Office, 1898
- MAYO, A. D., Henry Barnard as First Commissioner of Education, in United States Bureau of Education Report, 1902, Vol. 1
- MONROE, WILL SEYMOUR, The Educational Labors of Henry Barnard, Syracuse, New York, C. W. Bardeen, 1893
- NORTON, FREDERICK C., Henry Barnard, Educator, The Connecticut Quarterly, Vol. 4, No. 2, 1889
- PHILBRICK, JOHN D., Henry Barnard, the American Educator, New England Magazine, May 1886, reprinted from Massachusetts Teacher for January, 1858
- Pioneers of the Kindergarten in America, Article by JAMES L. HUGHES on Henry Barnard, New York, Century Co., 1924
- STEINER, BERNARD C., Life of Henry Barnard, the First United States Commissioner of Education, United States Bureau of Education Bulletin, 1919, No. 8, Washington, Government Printing Office, 1919
- STOKES, ANSON P., Memorials of Eminent Yale Men, New Haven, Yale University Press, 1914
- The American Journal of Education, Vol. 1, 1855-1856, Biographical Sketch, reprinted from the Conn. Common School Journal for January 1855
- WINSHIP, ALBERT E., Great American Educators, New York, Chicago, Werner School Book Co., 1900

> Date Due

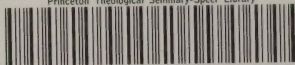
Dec 8, 47

FACULTY

~~RECEIVED~~
~~LIBRARY~~
~~UNIVERSITY OF CALIFORNIA~~



Princeton Theological Seminary-Speer Library



1 1012 01038 9106